



Indiana Part B Annual Performance Report

As required by 20 U.S.C. 1416 Sec. 616(b)
of the
Individuals with Disabilities Education Improvement Act 2004

Submitted to the United States Department of Education,
Office of Special Education Programs

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Indiana Acronyms Used in SPP/APR

AAMAS	Alternate Assessment based on Modified Achievement Standards
AATF	Alternate Assessment Task Force
AEPS	Assessment, Evaluation and Programming System
APR	Annual Performance Report
ASAP	Indiana Accountability System for Academic Progress
ASK	About Special Kids
AUT or ASD	Autism Spectrum Disorder
AYP	Adequate Yearly Progress
BLV	Blind or Low Vision
BDDS	Bureau of Developmental Disabilities Services
CAAVES Grant	Consortium for Alternate Assessment Validity and Experimental Studies
CAP	Corrective Action Plan
CCC	Case Conference Committee
CCSSO	Council for Chief State School Officers
CD	Communication Disorder
CD only	Communication Disorder only
CEEP	Center for Evaluation and Education Policy
CEL	Center for Exceptional Learners
CIFMS	Continuous Improvement Focused Monitoring System
CMAADI Grant	Consortium for Modified Alternate Assessment Development and Implementation
CODA ¹	Computerized Data Project (CODA)
CRSWPBS	Culturally Responsive School Wide Positive Behavior Supports
CTQ	Center for Improving Teacher Quality
DAC	Data Accountability Center
DANS	Data Analysis Network System
DHH	Deaf or Hard of Hearing

¹ CODA is the data collection system for special education funding and is used for the approved federally required 618 report. <http://www.thecodaproject.org>

DOC	Department of Correction
DOE-PS	IDOE Programs and Services database
DRP	Drop-out Recovery Project
EASI	Education Appeals and Services database
ED	Emotional Disability
EDEN ²	Education Data Exchange Network
EI	Educational Interpreter
EIS ³	Educational Information Systems
ELL	English Language Learners
ESY	Extended School Year
FAPE	Free Appropriate Public Education
FFY	Federal Fiscal Year
GED	Graduation Equivalency Diploma
GEI	General Education Interventions
GQE	Graduation Qualifying Examination
GSEG	General Supervision Enhancement Grant
HI	Hearing Impairment
HOUSSE	High Objective Uniform State Standard of Evaluation
HQT	Highly Qualified Teachers
IASEP	Indiana's Assessment System of Educational Proficiencies
IAC	Indiana Administrative Code
IC	Indiana Code
ICAN ⁴	Individualized Classroom Accountability Network
ICASE	Indiana Council of Administrators of Special Education
ICRC	Indiana Civil Rights Commission
IDEA 2004	Individuals with Disabilities Education Improvement Act
IDOE	Indiana Department of Education

² For details see: <http://www.ed.gov/about/inits/ed/edfacts/eden/newsletter/winter2005.html>

³ EIS is the data collection system for all Indiana students.

⁴ ICAN is a web-based software system which supports instructional accountability. Details regarding the ICAN can be accessed at:
<https://ican.doe.state.in.us/ICANnet/icangettingstarted.htm>

IEM	Integrated Electronic Management system
IEP	Individualized Education Program
IFS	Integrated and Focused System
IHE	Indiana Institutions of Higher Education
IHO	Independent Hearing Officer
IN*SOURCE	Indiana Resource Center for Families with Special Needs
Indiana AHEAD	Association on Higher Education and Disability
INPSFS	Indiana Post-Secondary Follow-up System
IN-SIG	Indiana State Improvement Grant
IPSFS	Indiana Post-School Follow-up System
ISTAR ⁵	Indiana Standards Tool for Alternate Reporting
ISTAR-KR	Indiana Standards Tool for Alternate Reporting-Kindergarten Readiness
ISTART ⁷	Indiana Standards Tool for Article 7 Compliance
ISTEP+	Indiana Statewide Testing for Educational Progress-Plus
LD	Learning Disability
LEA	Local Educational Agency
LEAD	Local Equity Action Development
LRE	Least Restrictive Environment
MD	Multiple Disabilities
MIMD	Mild Mental Disability
MOA	Memorandum of Agreement
MOMD	Moderate Mental Disability
NAEP	National Assessment of Educational Progress
NASDSE	National Association of State Directors of Special Education
NCCRES	The National Center for Culturally Responsive Educational Systems
NCEO	National Center on Educational Outcomes
NCLB	No Child Left Behind Act
NCRRC	North Central Regional Resource Center

⁵ The ISTAR website may be found at:

<https://ican.doe.state.in.us/COMMON/help/Reference/istarref.htm>

⁶ <https://ican.doe.state.in.us/beta/istart7.htm>

NCSE	National Council for Special Education
NCSEAM	National Center for Special Education Accountability Monitoring
NDPC	National Drop-out Prevention Center
NECTAC	National Early Childhood Technical Assistance Center
NPSO	National Post-Secondary Outcomes
NSTTAC	National Secondary Transition Technical Assistance Center
OHI	Other Health Impaired
OI	Orthopedic Impairment
OMB	Office of Management and Budget
OSEP	Office of Special Education Programs (US Department of Education)
PART	Program Assessment Rating Tool
Part B	Special Education under IDEA 2004 (ages 3-21)
Part C	Infant and Toddler Special Education under IDEA 2004 (ages birth to 3)
PBS	Positive Behavior Support
PIRCs	Parent Information Resource Centers
PRC/PIC	Parent Resource Centers / Parent Resource Centers
PROBE	Program Results: an Outcome-Based Evaluation
RPR	Regional Parent Resources
RRFC	Regional Resource Center Network
RtI	Response to Intervention
SAC	State Advisory Council on Children and Youth with Disabilities
SBE	State Board of Education
SERRC	Southeast Regional Resource Center
SIQ	Student Information Questionnaire
SLP	Speech/language Pathologist
SMD	Severe Mental Disability
SOP	Summary of Performance
SPP	State Performance Plan
SPSS	Statistical Package for Social Sciences
STEPS	Sequenced Transition to Education in the Public Schools
STN	Student Test Number

SW-PBIS	Schoolwide Positive Behavioral Intervention and Supports
SY	School Year
TA	Technical Assistance
TBI	Traumatic Brain Injury
US DOE ⁷	United States Department of Education
VI	Visual Impairment
VR	Vocational Rehabilitation

⁷ United States Department of Education url:
<http://www.ed.gov/policy/elsec/guid/hsgrguidance.pdf>

General Overview of the Annual Performance Report (APR):

The Indiana Department of Education (IDOE) serves the citizens of Indiana by fulfilling its statutory responsibilities, implementing the policies of the Indiana State Board of Education (SBE), and supporting the priorities of the State Superintendent of Public Instruction. The IDOE focuses its resources to promote higher standards and greater levels of achievement for all students. The Center for Exceptional Learners (CEL) functions as an integral component of the IDOE, in ensuring the free and appropriate public education (FAPE) in the least restrictive environment (LRE) of all students with exceptional learning needs within the State.

The CEL provides leadership and state-level support for public school for students with disabilities from ages 3-21 and high ability (grades K-12) programs. The CEL also ensures that Indiana is in compliance with the federal Individuals with Disabilities Education Improvement Act (IDEA 2004), through monitoring of special education programs, oversight of community and residential programs, protection of mediation and due process rights and sound fiscal management.

In 2004, the United States (US) Congress reauthorized IDEA as IDEA 2004. IDEA 2004 requires the US Secretary of Education to monitor states in three priority areas, including: the provision of a FAPE in the LRE, general supervision, and disproportionate representation. This monitoring is done through consideration of 20 indicators. [See 20 U.S.C. 1416(a)(3)(A)-(C)]. Additionally, pursuant to IDEA 2004 each state must submit monitoring reports—the State Performance Plan (SPP) and the APR.

The SPP is effective for a six-year time period and includes an overview of each of the 20 indicators, a description of the system or process, baseline data and discussion of that data for each indicator, measurable and rigorous targets for all six years and improvement activities (including timelines and resources for implementation). The APR is an annual report to the US Secretary of Education on the performance of the state under each state's SPP and includes actual target data for the given reporting federal fiscal year (FFY), discussion of improvement activities completed, explanation of progress or slippage for that given FFY and, if applicable, revisions to proposed targets, improvement activities, timelines and resources for that federal fiscal year. The APR is submitted to the Office of Special Education Programs (OSEP), who then provides a response to the State's reported status.

This APR is a summary and report on Indiana specific information for the FFY 2007, which in commonly used terminology refers to the 2007-2008 school year. Throughout this report, the time period for reporting will be referred to as FFY 2007 (SY 07-08). The performance component of the APR is based off of the SPP, which for Indiana was originally submitted in December 2005. Indiana revised and submitted its SPP in conjunction with the submission of the FFY 2006 (SY 06-07) APR in order to provide a more concise and consistent vision of Indiana's Continuous Improvement Focused

Monitoring System (CIFMS), which has undergone vast changes since the original SPP submission in December 2005.

During the summer and fall of 2007, a major restructuring of general monitoring and supervision system occurred in Indiana, including a reorganization of both staff and processes. Over the last twelve months, three additional staff members have been added to the CIFMS Team. This restructuring and reorganization led to a significant number of changes, which are further explained in the SPP. For example, the CEL has been making monthly phone calls with local educational agencies (LEAs) which has led to greater awareness and improved performance with the indicators.

Members of the CIFMS team have attended several federally-funded technical assistance (TA) and professional development conferences. Moreover, the CIFMS team has benefited from the guidance and assistance from the North Central Regional Resource Center (NCRRC) and Data Accountability Center (DAC). They have been an invaluable resource to the CIFMS team. In addition, the CEL also utilized material posted to the Regional Resource Federal Centers (RRFC) Network SPP/APR calendar. Moreover, the CEL participated in regional meetings, conference calls and webinars hosted by the NCRRC that focused on specific indicators to assist with writing the FFY 2007 (SY 07-08) APR. A description of additional TA provided by federally-funded TA centers is detailed in each section of the APR.

In the last year, the IDOE has also introduced Response to Intervention (Rtl) statewide. Indiana's vision of Rtl is a framework for prevention, advancement and early intervention which involves determining whether all students are learning and progressing optimally, academically, and behaviorally when provided with high quality instruction. Indiana's Rtl framework offers the opportunity to integrate, collaborate, and cooperate across various educational initiatives including, but not limited to, school improvement, Title I, Rtl, and family/school partnerships. Indiana Rtl is based on research for implementing systemic change that incorporates six core components. These components identified through the federally-funded state improvement grant include the following:

- Leadership;
- Evidence-based core curriculum, instruction and interventions/extensions;
- Assessment and progress monitoring system;
- Data-based decision-making;
- Cultural responsiveness; and
- Family, community and school partnerships.

More information regarding Indiana Rtl can be found at <http://www.doe.in.gov/indiana-rti/>.

The CEL will post a preliminary version of this APR corresponding with its submission to OSEP on February 2, 2009. Once the APR is approved, the CEL will post any updates to the APR on the CEL's website. The CEL will publicly disseminate this APR and each LEA's performance on Indicators 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, and 14 by publishing this information on the CEL's website at <http://www.doe.in.gov/exceptional/speced/monitoring.html>. Additionally, progress and slippage data described in the APR will be shared with the State Advisory Council on Children and Youth with Disabilities in the May 2009 meeting. The FFY 2006 (SY 06-07) APR is currently posted on the website mentioned above.

The CEL makes Local Determinations based upon LEA's performance on compliance Indicators 9, 10, 11, 12, and 13. In addition, the State considers audit findings, uncorrected noncompliance, timely submission of required documentation and accuracy of data when making Local Determinations. The CEL made determinations and notified LEAs in October 2008. Determinations were based on LEA data from FFY 2005 (SY 05-06) and FFY 2006 (SY 06-07). Information regarding how the CEL made determinations can be found at <http://doe.in.gov/exceptional/speced/monitoring-2.html>.

Indiana's response to the OSEP Part B FFY 2006 Response Table can be found in the "Discussion of Improvement Activities" section for Indicators 4, 8, 9, 10, 11, 12, 13, 15, and 20.

Indiana is required, as part of the Special Conditions on Indiana's FFY 2008 (SY 07-08) grant award under Part B imposed pursuant to 34 CFR §80.12, to develop reports due February 1 and June 30, 2008 in regard to monitoring activities. The February 1, 2008 report can be found in Indicator 15.

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.
3. For this Indicator the monitoring team had the following to consider:
 - The Office of Special Education Programs (OSEP) correspondence dated November 16, 2007, states "For Indicators 1 and 2, States are not required to report the percent of all youth graduating or dropping out"; and
 - Completing the APR based upon "A Checklist For Improving Your Annual Performance Report for Indicator 1 and 2," prepared by The National Drop-out Prevention Center for Students with Disabilities August, 2007.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

The graduation requirement that students with an Individual Education Program (IEP) have are the same as for all students.

Indiana is currently in the process of reconciling the data collection systems used—the Computerized Data Project (CODA)⁸ and the Indiana Department of Education (IDOE) Educational Information Systems (EIS)⁹. Each system utilizes a different calculation to determine graduation rates.

⁸ CODA is the data collection system for special education funding and is used for the approved federally required 618 report. <http://www.thecodaproject.org>

⁹ EIS is the data collection system for all Indiana students.

The CODA Project uses:

Numerator	# Graduates (ages 17-22)
Denominator	# Graduates plus # Certificates plus # Drop-outs (ages 16-22) plus # Maximum Age

The Indiana Legislature changed the graduation rate calculation formula utilizing EIS beginning with the graduating class of 2006.¹⁰

For purposes of this APR the EIS data will be used to determine if targets have been met.

CODA Project data is used for the 618 reports.

FFY	Measurable and Rigorous Target
FFY 2007 (SY 07-08)	Special education graduation rate, with diploma, will be $\geq 75\%$ using the Calculation in effect for 2004-05. Graduation targets will be recalibrated using the new formula.
FFY 2006 (SY 06-07)	Special education graduation rate, with diploma, will be $\geq 74\%$ using the Calculation in effect for 2004-05. Graduation targets will be recalibrated using the new formula.
FFY 2005 (SY 05-06)	Special education graduation rate, with diploma, will be $\geq 73\%$ using the Calculation in effect for 2004-05.

Actual Target Data for FFY 2007 (SY 07-08)

Information from 618 Report (CODA Project Data)

The CODA Project uses:

Calculation	Numerator: # Graduates (ages 17-22)	Rate
	Denominator: # Graduates plus # Certificates plus # Drop-outs (ages 16-22) plus # Maximum Age	%
FFY 2007 (SY 07-08)	5,450	55.71%
	$5,450 + 1,297 + 2,936 + 99 = 9,782$	
FFY 2006 (SY 06-07)	4,945	54.93%
	$4,945 + 1,029 + 2,939 + 191 = 9,003$	
FFY 2005 (SY 05-06)	4,783	48.3%
	$4,783 + 1,217 + 3,788 + 116 = 9,904$	

Following is the Non-Regulatory Guidance provided by the United States Department of Education (US DOE)¹¹ on December 22, 2008. The 2008 Title I regulations require state

¹⁰ Indiana State Performance Plan (SPP). Page 6, Indicator 1

¹¹ United States Department of Education url:
<http://www.ed.gov/policy/elsec/guid/hsgrguidance.pdf>

and local educational agencies (LEAs) to report on their annual report cards a four-year adjusted cohort graduation rate, disaggregated by subgroups, at the school, LEA and state levels, respectively. This requirement is to be implemented beginning with the report cards, required by section 1111(h) of Elementary and Secondary Education Act (ESEA), that include information from State assessments administered during the 2010-2011 school year.

The IDOE, through its EIS data has a “cohort” graduation rate. For more detailed information regarding the calculation of the EIS graduation rate, please see appendix 1.1 located immediately following this indicator. This data is as follows:

FFY	Overall Graduation rate	Calculation	Special Education Graduation Rate	Calculation
FFY 2007 (SY 07-08)	77.8%	<u>60,405 graduates</u> 77,613 cohorts	53.2% ¹²	<u>5,444 graduates</u> 10,232 cohorts
FFY 2006 (SY 06-07)	76.5%		52.6%	
FFY 2005 (SY 05-06)	75.5%		54.0%	

Special Education Graduation Rates as compared to the target:

Actual FFY 2007 (SY 07-08)	Target FFY 2007 (SY 07-08)	Actual FFY 2006 (SY 06-07)	Target FFY 2006 (SY 06-07)	Actual FFY 2005 (SY 05-06)	Target FFY 2005 (SY 05-06)
53.2%	≥ 75%	52.6%	≥ 74%	54%	≥ 73%

Indiana missed the FFY 2007 (SY 07-08) target of ≥ 75% graduating 53.2% of students receiving special education services; however this is a .6% increase from the last reporting period.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08)

¹² For the February 2, 2009 submission of Indiana’s FFY 2007 (SY 07-08) APR the special education graduation rate data available was preliminary. The graduation rate was initially reported as 59.2%. The IDOE permits LEAs an opportunity to verify and correct all data reported. This verification and correction window did not close until February 2, 2009. After the LEAs completed verification and the data was analyzed, it was determined that the actual graduation rate was 53.2%. Please note that Indiana uses a graduation cohort model to collect data, this necessitates more effort to collect and calculate.

In addition to the TA from the federally funded centers referenced in the Overview of the APR Development section above, Indiana has received extensive TA that impacts Indicator 1 including:

- Participated in NCRRC's monthly transition workgroup calls, and
- Participated in National Secondary Transition Technical Assistance Center (NSTTAC), The National Post-School Outcomes Center (NPSO), and National Drop-out Prevention Center (NDPC) regional meetings.

Pursuant to the Indiana Part B FFY 2006 (SY 06-07) SPP/APR Response Table for Indicator 1, there was no action necessary.

List of Improvement Activities:

- *INDEPENDENCE*, an original collection of 15 articles of interest and importance to secondary level students with disabilities.
- The Indiana General Assembly to pass graduation legislation including School Flex and Fast Track diploma options.
- Participation in the Indiana High School Summit an annual IDOE sponsored summit promoting innovative high school reform.
- The Indiana Post-School Follow-up Study data will include data and analysis.
- The Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) Program Manual updates on graduation requirements, testing accommodations, and waiver/alternative documentation process.
- *Essential Tools*, drop-out prevention strategies from National Center for Secondary Education and Transition provided to LEAs.
- Analysis of Continuous Improvement Focused Monitoring System (CIFMS) data to identify best practices.
- Foster mentoring/tutoring relationships such as Best Buddies Indiana.
- Implementation of new graduation rate formula to be used statewide.

Discussion of Improvement Activities:

The following charts reflect the activities, timelines, resources and discussion of the improvement activities. Additional resources utilized for all of the Indiana activities include regional resource centers and the National Center for Educational Outcomes (NCEO).

Activities Completed

Activity (Completed During Year 1)	Timelines	Resources
<i>Essential Tools</i> , drop-out prevention strategies from National Center for Secondary Education and Transition.	FFY 2006 (SY 06-07) Complete as of 1/07	The Center for Exceptional Learners (CEL).

Activity (Completed During Year 1)	Timelines	Resources
Discussion: Sent from the IDOE/CEL to all planning district directors (Completed January 2007).		

Activity (From Year 2 of SPP)	Timelines	Resources
Implementation of new graduation rate formula to be used statewide.	New: FFY 2006 (SY 06-07) through FFY 2010 (SY 10-11)	The IDOE will calculate on statewide, district wide and specific high school basis.
Discussion: Completed July 1, 2008.		

Activity (Cont. from Yr. 1)	Timelines	Resources
The Indiana General Assembly to pass graduation legislation including School Flex and Fast Track diploma options.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	The Indiana General Assembly, constituents, the IDOE legislative liaison.
Discussion: Completed.		

Activities in Process

Activity (Cont. From Yr. 1)	Timelines	Resources
<i>INDEPENDENCE</i> , an original collection of 15 articles of interest and importance to secondary level students with disabilities.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	The CEL, contributing authors, local directors of special education.
Discussion: Special educators throughout the nation continue their efforts to improve secondary transition results for students with disabilities. Students with disabilities and their families have asked that information of interest and importance be shared to improve transition results, increase the graduation rate, reduce the drop-out rate and expand postsecondary education, training, employment and independent living results. One strategy is the development of a student-centered newsletter, <i>INDEPENDENCE</i> , containing transition related articles of interest and importance to high school students with disabilities and their families.		

Activity (Cont. from Yr. 1)	Timelines	Resources
Indiana High School Summit, an annual IDOE sponsored summit promoting innovative high school reform.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	The IDOE, LEAs, stakeholders.

Activity (Cont. from Yr. 1)	Timelines	Resources
Discussion: The FFY 2007 (SY 07-08) high school summit featured a unique format. High schools brought teams with diverse representation, including policy makers, students, parents, teachers, administrators and business leaders. Three strands were discussed: student achievement, professional development for teaching and learning, and cultural competency.		

Activity (Cont. from Yr. 1)	Timelines	Resources
Indiana Post-School Follow-up System (IPSFS) data will include data and analysis.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	Students who exited, local directors of special education, IPSFS Consultant.
Discussion: Please see the Indicator 14 portion of this report.		

Activity (Cont. from Yr. 1)	Timelines	Resources
<i>ISTEP+ Program Manual</i> updates on graduation requirements, testing accommodations, and waiver/alternative documentation process.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	Center for Assessment, input from field, the CEL.
Discussion: As a result of 2006 legislation, the State Board of Education was assigned to develop a comprehensive state assessment system. After much public input, the board unanimously approved a new comprehensive testing plan for K-12 students and schools in November 2006, which includes diagnostic testing in the fall and throughout the year and accountability testing in the spring for grades 3-8 and high school end of course exams. Spring testing will begin in FFY 2008 (SY 08-09). Students took the fall ISTEP for the last time in September 2008 to be tested on what they learned in the FFY 2007 (SY 07-08) school year. In spring of 2009, ISTEP+ will be administered to assess the current academic year. ¹³		

Activity (From Year 2 of SPP)	Timelines	Resources
Analysis of CIFMS data to identify best practices.	FFY 2006 (SY 06-07) through FFY 2010 (SY 10-11)	The CEL, local directors.
Discussion: The CEL continues to perform analysis of CIFMS data to identify best practices. Our analysis indicated for FFY 2006 (SY 06-07) 17.9% of schools were compliant with Indicator 13 (the Transition IEP has all required components). The CEL team is working closely with schools to ensure this percentage is increased for FFY		

¹³ The timeline for spring testing and more information about the new ISTEP+ may be found at: http://www.in.gov/gov/files/ISTEP_info.pdf

Activity (From Year 2 of SPP)	Timelines	Resources
2008 (SY 08-09). Through our monitoring calls to the local LEAs, as well as the FFY 2007 (SY 07-08) checklist we show statewide results of 45%. We are seeing improvement in this area and are sharing resources with LEAs. This best practice may help overall improvement with Indicator 1 as there is believed to be close correlation between an efficient Transition IEP and the student graduating.		

Activity (From Year 2 of SPP)	Timelines	Resources
Foster mentoring/tutoring relationships such as Best Buddies Indiana.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	Best Buddies Indiana State office, support from the IDOE Part B funds, articles promoting Best Buddies.
Discussion: Best Buddies Indiana had 46 high schools that offered Best Buddies during FFY 2007 (SY 07-08), serving 596 Buddy Pairs.		

Explanation of Progress or Slippage that occurred for FFY 2006 (SY 06-07):

Though the overall graduation target has not been met, rates are progressing upward annually as reflected in both the cohort (EIS) and exiting (CODA Project) data bases. Two potential explanations of the improvements include the IDOE's continued focus on evidenced-based curriculum, instruction, and intervention material; as well as the focus on data-based decision-making.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 07-08)

There are no revisions.

Appendix 1.1**IC 20-26-13-10****Formula to determine four year graduation rate**

Sec. 10. Except as provided in section 11 of this chapter, the four (4) year graduation rate for a cohort in a high school is the percentage determined under STEP FIVE of the following formula:

STEP ONE: Determine the grade 9 enrollment at the beginning of the reporting year three (3) years before the reporting year for which the graduation rate is being determined.

STEP TWO: Add:

- (A) the number determined under STEP ONE; and
- (B) the number of students who:
 - (i) have enrolled in the high school after the date on which the number determined under STEP ONE was determined; and
 - (ii) have the same expected graduation year as the cohort.

STEP THREE: Subtract from the sum determined under STEP TWO the number of students who have left the cohort for any of the following reasons:

- (A) Transfer to another public or nonpublic school.
- (B) Removal by the student's parents under IC 20-33-2-28 to provide instruction equivalent to that given in the public

schools.

- (C) Withdrawal because of a long term medical condition or death.
- (D) Detention by a law enforcement agency or the department of correction.
- (E) Placement by a court order or the department of child services.
- (F) Enrollment in a virtual school.
- (G) Leaving school, if the student attended school in Indiana for less than one (1) school year and the location of the student cannot be determined.
- (H) Leaving school, if the location of the student cannot be determined and the student has been reported to the Indiana clearinghouse for information on missing children.
- (I) Withdrawing from school before graduation, if the student is a high ability student (as defined in IC 20-36-1-3) who is a full-time student at an accredited institution of higher education during the semester in which the cohort graduates.

STEP FOUR: Determine the total number of students determined under STEP TWO who have graduated during the current reporting year or a previous reporting year.

STEP FIVE: Divide:

- (A) the number determined under STEP FOUR; by
- (B) the remainder determined under STEP THREE.

As added by P.L.1-2005, SEC.10. Amended by P.L.242-2005, SEC.11; P.L.145-2006, SEC.151; P.L.229-2007, SEC.4; P.L.45-2008, SEC.1.

IC 20-26-13-10.2**Formula to determine five year graduation rate**

Sec. 10.2. In the reporting year immediately following the determination of a cohort's four (4) year graduation rate under section 10 of this chapter, the department shall calculate a five (5) year graduation rate for the cohort using the following formula:

STEP ONE: Determine the number determined under STEP FOUR of the formula established in section 10 of this chapter.

STEP TWO: Add:

(A) the number determined under STEP ONE; and

(B) the number of students in the cohort who have graduated during the current reporting year.

STEP THREE: Divide:

(A) the sum determined under STEP TWO; by

(B) the remainder determined under STEP THREE of the formula established in section 10 of this chapter.

As added by P.L.229-2007, SEC.5.

IC 20-26-13-10.5**Formula to determine six or subsequent year graduation rate**

Sec. 10.5. In the reporting year immediately following the

determination of a cohort's five (5) year graduation rate under section 10.2 of this chapter and each subsequent reporting year, the department shall calculate a six (6) or subsequent year graduation rate for the cohort using the following formula:

STEP ONE: Determine the number determined under STEP TWO of the formula established in section 10.2 of this chapter.

STEP TWO: Add:

(A) the number determined under STEP ONE; and

(B) the number of students in the cohort who have graduated during the current reporting year.

STEP THREE: Divide:

(A) the sum determined under STEP TWO; by

(B) the remainder determined under STEP THREE of the formula established in section 10 of this chapter.

As added by P.L.229-2007, SEC.6.

IC 20-26-13-10.7**Student included in only one graduation year**

Sec. 10.7. For purposes of determining a graduation rate under sections 10, 10.2, and 10.5 of this chapter, a student may be counted as a member of only one (1) cohort and as graduating during only one (1) reporting year.

As added by P.L.229-2007, SEC.7. Amended by P.L.45-2008, SEC.2.

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.
3. For this Indicator the monitoring team had the following to consider:
 - The Office of Special Education Programs (OSEP) correspondence dated November 16, 2007, states "For Indicators 1 and 2, States are not required to report the percent of all youth graduating or dropping out"; and,
 - Completing the APR based upon "A Checklist For Improving Your Annual Performance Report for Indicator 1 and 2," prepared by The National Drop-out Prevention Center for Students with Disabilities August, 2007.

Monitoring Priority: Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Indiana is currently in the process of reconciling the data collection systems used—the Computerized Data Project (CODA)¹⁴ and the Indiana Department of Education (IDOE) Educational Information Systems (EIS)¹⁵. Each system utilizes a different calculation to determine drop-out rates.

¹⁴ CODA is the data collection system for special education funding and is used for the approved federally required 618 report. <http://www.thecodaproject.org>

¹⁵ EIS is the data collection system for all Indiana students.

The CODA Project uses:

Numerator	# Drop-outs (ages 16-22)
Denominator	# Drop-outs plus # Certificates plus # Drop-outs (ages 17-22) plus # Maximum Age

For purposes of this APR the EIS data will be used to determine if targets have been met.

CODA Project data is used for the 618 reports.

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	The drop-out rate for students with disabilities is $\leq 25\%$, using the FFY 2004 (SY 04-05) formula. Drop-out target will be recalibrated using the new formula.
2006 (SY 06-07)	The drop-out rate for students with disabilities is $\leq 26\%$, using the FFY 2004 (SY 04-05) formula. Drop-out target will be recalibrated using the new formula.
2005 (SY 05-06)	The drop-out rate for students with disabilities is $\leq 27\%$, using the FFY 2004 (SY 04-05) formula. Drop-out target will be recalibrated using the new formula.

Actual Target Data for FFY 2007 (SY 07-08)

Information from 618 Report (CODA Project Data):

The CODA Project uses:

Calculation	Numerator: # Drop-outs (ages 17-22)	Rate
	Denominator: # Graduates plus # Certificates plus # Drop-outs (ages 16-22) plus # Maximum Age	%
FFY 2007 (SY 07-08)	2,936	30.01%
	5450 + 1297 + 2936 + 99 = 9782	
FFY 2006 (SY 06-07)	2,938	32.63%
	2,938 + 1,029 + 4,945 + 91 = 9,003	
FFY 2005 (SY 05-06)	3788	38.25%
	3,788 + 1,217 + 4,783 + 116 = 9,904	

The IDOE, through its EIS data has a “cohort” drop-out rate. Indiana defines drop-out for this report as students that drop-out in grades 7 – 12 who were enrolled or expected to be enrolled, who left school before completing a state or local educational agency (LEA) approved educational program, did not graduate and did not transfer to another school.

The data below is as follows and was calculated by taking the drop-out rate plus any unknowns for both overall drop-out rate and special education drop-out rate:

FFY	Overall Drop-out rate	Calculation	Special Education Drop-out Rate	Calculation
FFY 2007 (SY 07-08)	10.3%	<u>7,994 drop-outs</u> 77,613 cohorts	17.1% ¹⁶	<u>1,753 drop-outs</u> 10,232 cohorts
FFY 2006 (SY 06-07)	11.9%		19.7%	
FFY 2005 (SY 05-06)	11.4%		7.6%	

Special Education Drop-out Rates as compared to the target:

Actual FFY 2007 (SY 07-08)	Target FFY 2007 (SY 07-08)	Actual FFY 2006 (SY 06-07)	Target FFY 2006 (SY 06-07)	Actual FFY 2005 (SY 05-06)	Target FFY 2005 (SY 05-06)
17.1%	≤ 25%	19.7%	≤ 26%	7.6%	≤ 27%

Indiana surpassed the FFY 2007 (SY 07-08) target of ≤ 25% of special education students who drop-out; this is a 2.6% improvement from the last reporting period.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08)

In addition to the TA from the federally funded centers referenced in the Overview of the APR Development section above, Indiana has received extensive TA that impacts Indicator 2 including:

- Participated in NCRRC's monthly transition workgroup call, and;
- Participated in National Secondary Transition Technical Assistance Center (NSTTAC), The National Post School Outcomes Center (NPSO), and National Drop-out Prevention Center (NDPC) regional meetings.

¹⁶ For the February 2, 2009 submission of Indiana's FFY 2007 (SY 07-08) APR the special education drop-out rate data available was preliminary. The drop-out rate was initially reported as 10.5%. The IDOE permits LEAs an opportunity to verify and correct all data reported. This verification and correction window did not close until February 2, 2009. After the LEAs completed verification and the data was analyzed, it was determined that the actual drop-out rate was 17.1%. Please note that Indiana uses a drop-out cohort model to collect data, this necessitates more effort to collect and calculate.

Pursuant to the Indiana Part B FFY 2006 (SY 06-07) SPP/APR Response Table for Indicator 1, there was no action necessary.

List of Improvement Activities:

- The Indiana High School Drop-out Prevention Taskforce will be initiated and coordinated by the IDOE's new High School Design Coordinator.
- The IDOE Strategic Planning Initiative, announced October 2006, will support drop-out prevention initiatives and create an Office of Best Practices.
- Improvement activities from Indicator #1 (graduation rate) will positively impact a reduction in drop-outs.
- Regional program specialists (12) employed by IN*SOURCE (the Indiana resource center for families with special needs), collaborate with the IDOE, parents and LEAs to keep students in school.
- *Essential Tools*, drop-out prevention strategies from National Center for Secondary Education and Transition, sent from the IDOE/CEL to all planning district directors.
- Partner with regional resource centers for multistate strategy identification.

Discussion of Improvement Activities:

The following charts reflect the activities, timelines, resources and discussion of the improvement activities. Additional resources utilized for all of the Indiana activities include regional resource centers and National Center for Educational Outcomes (NCEO).

Activities Completed:

Activity (Cont. From Yr. 1)	Timelines	Resources
Regional program specialists (12) employed by IN*SOURCE collaborate with the IDOE, parents, schools to keep students in school.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	IN*SOURCE, Regional program specialists, the CEL.
Discussion: IN*SOURCE has played an active role in the statewide coordinating council (Interagency Coordinating Council [290 Committee] - see Indicator 13 for a full explanation) and has participated in the stakeholder group that developed a best practice decision-making model/flow chart for use during case conference committee meetings where the transition individualized education program is developed. Completed in August 2008.		

Activities in Process:

Activity (Cont. From Yr. 1)	Timelines	Resources
Indiana High School Drop-out Prevention Taskforce will be initiated and coordinated by the IDOE's new High School Design Coordinator.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	The IDOE, taskforce members, high school counselors and principals.
Discussion: This taskforce is identifying best practices and effective interventions, analyzing current rules and regulations that might help or hinder drop-out prevention efforts and connecting similar schools so they can learn from one another. The annual high school summit brings together school leaders, educators, researchers, policymakers and others for meaningful discussions about high school reform and drop-out prevention issues. Information related to the Indiana Drop-out Prevention Taskforce can be found at the following website: http://www.doe.in.gov/highschoolredesign/drop-out_interventions.html		

Activity (Cont. From Yr. 1)	Timelines	Resources
The IDOE Strategic Planning Initiative, announced October 2006, will support drop-out prevention initiatives and create an Office of Best practice.	FFY 2006 (SY 06-07) through FFY 2010 (SY 10-11)	The IDOE staff responsible for parts of Strategic Plan.
Discussion: The IDOE's plan for realigning efforts and resources to better support schools contains several upcoming actions that will support drop-out prevention and high school redesign initiatives, including the creation of an Office of Best Practices and implementing an enhanced data warehouse system.		

Activity (From Yr. 1)	Timelines	Resources
Improvement activities from Indicator #1 graduation rate will positively impact a reduction in drop-outs.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	See resources from Indicator #1 graduation rate.
Discussion: See Indicator 1 report/discussion.		

Activity (Cont. From Yr. 1)	Timelines	Resources
<i>Essential Tools</i> , drop-out prevention strategies from National Center for Secondary Education and Transition, sent from IDOE/CEL to all planning district directors (January 2007).	FFY 2006 (SY 06-07)	The IDOE/CEL.

Activity (Cont. From Yr. 1)	Timelines	Resources
Discussion: Completed January, 2007.		

Activity (Year 2)	Timelines	Resources
Partner with regional resource centers for multistate strategy identification.	FFY 2006 (SY 06-07) through FFY 2010 (SY 10-11)	The IDOE/CEL and the Division of Student Services.
Discussion: No report.		

Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

Indiana experienced progress in the drop-out rate for students with Individualized Education Programs (IEPs). The FFY 2007 (SY 07-08) was 10.5%, which is a 9.2% decrease. The CEL contributes this progress to enhanced planning for transition, and having a discussion early about diploma options and measurable post secondary goals during the case conference committee meetings. Indiana has been providing education to LEAs about high school redesign efforts and has hosted informational sessions on drop-out prevention.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 07-08)

There are no revisions.

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.
3. Other information taken into consideration as this section was written:
 - The Indiana Department of Education (IDOE), Center for Exceptional Learners (CEL) has continued to refine, restructure and reorganize the Continuous Improvement Focused Monitoring System (CIFMS) used in Indiana. As a result, the APR for FFY 2007 (SY 07-08) reflects progress and improvements across the indicators as well as within this indicator (I-3).
 - As described in last year's APR, the Indiana's Standards Tool for Alternate Reporting (ISTAR)¹⁷ is used for our state's students who have the most significant cognitive disability [up to 1% of the overall students assessed per corporation and the state education agency (SEA) overall]. ISTAR and the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) combine to currently make up Indiana's assessment system for reporting progress and performance for all students, including those with an identified disability.
 - Work has been accomplished this past year on development of an alternate assessment based on modified achievement standards (AAMAS) which may be used within the assessment system currently in place for grades 3 through 8. In May of 2007 the State Board of Education (SBE) approved the concept of the development of an AAMAS. In May of 2008 the SBE approved the revised criteria for participation in ISTAR and in October of 2008 the SBE approved the criteria for participation in the AAMAS. Those criteria may be found at: <http://www.doe.in.gov/exceptional/speced/assessment2.html>.
 - During this past year the ISTAR Project and the IDOE participated in two federally-funded collaborations with Vanderbilt University: the Consortium for Alternate Assessment Validity and Experimental Studies (the CAAVES Grant) and the Consortium for Modified Alternate Assessment Development and

¹⁷ The ISTAR website may be found at:
<https://ican.doe.state.in.us/COMMON/help/Reference/istarref.htm>

Implementation (the CMAADI Grant). The research from these two projects as well as numerous materials from the National Center on Educational Outcomes (NCEO) and other national resources have proved to be invaluable as Indiana refines and adjusts its assessment system to fully address the needs of each individual student. In addition, the IDOE has participated in national conference calls to ensure a firm understanding of the federal legislation for the No Child Left Behind Act (NCLB) adequate yearly progress (AYP) and accountability. All of this information was shared with our State Advisory Council on Children and Youth with Disabilities (SAC) for their review on November 7, 2008. The SAC provided input and final approval of the concepts for our future assessment system which will continue to be refined over the upcoming months (with a goal of going through Federal Peer Review in November of 2009). Through these collaborative efforts, Indiana intends to fully realize its goal and established targets within our state performance plan for this three-part indicator.

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's adequate yearly progress (AYP) objectives for progress for disability subgroup.
- B. Participation rate for children with individualized education programs (IEPs) in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

[20 U.S.C. 1416 (a)(3)(A)]

Measurement:

A. Percent = $\left[\frac{\text{\# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}}{\text{total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State}} \right] \times 100$.

B. Participation rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in regular assessment with no accommodations (percent = $\left[\frac{b}{a} \right] \times 100$);
- c. # of children with IEPs in regular assessment with accommodations (percent = $\left[\frac{c}{a} \right] \times 100$);
- d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $\left[\frac{d}{a} \right] \times 100$); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $\left[\frac{e}{a} \right] \times 100$).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = $\left[\frac{b + c + d + e}{a} \right]$.

C. Proficiency rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $\left[\frac{b}{a} \right] \times 100$);
- c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $\left[\frac{c}{a} \right] \times 100$);
- d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = $\left[\frac{d}{a} \right] \times 100$); and
- e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = $\left[\frac{e}{a} \right] \times 100$).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = $\left[\frac{b + c + d + e}{a} \right]$.

3A: Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	The number of local educational agencies (LEAs) meeting our state criteria for AYP in the special education sub-category will be $\geq 93\%$.

Actual Target Data for FFY 2007 (SY 07-08):

For FFY 2007 (SY 07-08) with Indicator 3, the “n” of LEAs who were required to participate in the statewide assessment system and had the minimum number of students with disabilities to be reported is 268.

English/language arts percent = 237 (districts meeting the State’s AYP objectives for progress for the disability subgroup (children with IEPs) divided by 268 (total # of districts that have a disability subgroup that meets the State’s minimum “n” size in the State)] times 100.

$$237 \div 268 = 88.4\% \text{ English/language arts}$$

Mathematics percent = 259 (districts meeting the State’s AYP objectives for progress for the disability subgroup (children with IEPs) divided by 268 (total # of districts that have a disability subgroup that meets the State’s minimum “n” size in the State)] times 100.

$$259 \div 268 = 96.6\% \text{ Mathematics}$$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08)

As described in the prior year’s APR, Indiana has been refining the data collection system through a federal grant for Education Exchange Network (EDEN).¹⁸ The IDOE is progressing toward an EDEN only data reporting system; with the goal of achieving full compliance for the federal reporting requirement by the end of the current fiscal year. When Safe Harbor and other permissible factors are accounted for; the statewide total for LEAs meeting AYP during FFY 2007 (SY 07-08)¹⁹ in Indiana was 84%. If content-specific data is used for this indicator, progress is shown with English/language arts showing an increase of 17.6 (from 70.8% to 88.4%) and mathematics demonstrating a growth of 7.8 (from 88.8% to 96.6%). Although the data indicates the state has not achieved the aggressive target of $\geq 93\%$, it is demonstrative of the fact that we are making progress. The IDOE continues to ensure all students in our state are afforded access to a high quality education program and to work with local and districtwide administrators to ensure AYP reporting processes are fully understood. Indiana will continue to offer on-site and regional trainings conducted by our

¹⁸ For details see: <http://www.ed.gov/about/inits/ed/edfacts/eden/newsletter/winter2005.html>

¹⁹ For details see: <http://www.doe.in.gov/ayp/2007/2007-AYPbytheNumbers.pdf>.

Individualized Classroom Accountability Network (ICAN)²⁰ project staff on the topic of aligning IEP goals to state standards. The ICAN Project has developed a module which may be used as an online or face-to-face workshop on writing goals linked to our state standards²¹ and will begin conducting statewide and regional training on that topic in February 2009.

- 3B:** Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	The rate of participation within the statewide assessment system for students with exceptional learning needs is $\geq 95\%$.

The formula for this indicator is: Overall Percent = $[(b + c + d^{22} + e) \div (a)]$.

English/language arts: $29,663 + 52,778 + 4,821 \div 89,898 = 97.1\%$

Mathematics: $30,251 + 52,469 + 4,821 \div 89,898 = 97.4\%$

Overall: $59,914 + 105,247 + 9,642 \div 179,796 = 97.2\%$

Actual Target Data for FFY 2007 (SY 07-08):

FFY 2007 (SY 07-08)	3 rd	4 th	5 th	6 th	7 th	8 th	10 th
Total OVERALL Enrollment – EDEN Data	78,739	78,204	78,709	80,122	81,099	80,850	84,936
October 1, 2007 Special Education Pupil Count	14,079	13,561	13,009	12,288	12,303	12,424	12,234

²⁰ ICAN is a web-based software system which supports instructional accountability. Details regarding the ICAN can be accessed at:

<https://ican.doe.state.in.us/ICANnet/icangettingstarted.htm>

²¹ For copies of the materials used, please see:

<https://ican.doe.state.in.us/COMMON/help/Reference/icanref.html>.

²² Indiana does not have an alternate assessment against grade level achievement standards. Therefore, there is no (d) in any calculations for Target 3B.

FFY 2007 (SY 07-08)	3rd	4th	5th	6th	7th	8th	10th
<u>English/language arts</u> Total SPECIAL EDUCATION Pupils Participating ISTEP+ with NO ACCOMMODATIONS	7,611	6,752	5,217	3,913	2,653	2,055	1,462
<u>English/language arts</u> Total SPECIAL EDUCATION Pupils Participating ISTEP+ with ACCOMMODATIONS	4,965	6,413	7,497	7,999	8,540	8,906	8,458
<u>English/language arts</u> Total SPECIAL EDUCATION Pupils Participating ISTAR	484	599	648	685	768	807	830
<i>English/language arts Participation Rate</i>	93%	101%	103%	103%	98%	95%	88%
<u>Mathematics</u> Total SPECIAL EDUCATION Pupils Participating ISTEP+ with NO ACCOMMODATIONS	7,709	6,864	5,318	4,004	2,713	2,130	1,513
<u>Mathematics</u> Total SPECIAL EDUCATION Pupils Participating ISTEP+ with ACCOMMODATIONS	4,899	6,337	7,439	7,952	8,572	8,911	8,359
<u>Mathematics</u> Total SPECIAL EDUCATION Pupils Participating ISTAR	484	599	648	685	768	807	830
<i>Mathematics Participation Rate</i>	93%	102%	103%	103%	98%	95%	87%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

For FFY 2006 (SY 06-07), the overall participation rate was 96.0% and for FFY 2007 (SY 07-08) it is 97.2%. This results in a 1.2% increase and is above our targeted goal of

an overall participation rate of $\geq 95\%$. The CEL will continue to host regional training activities for LEAs through the ICAN Project as well as through the Indiana Council of Administrators of Special Education (ICASE). These training activities will focus on accurate labeling of students who have an identified disability and more attention towards the 'nonfunded' pupil enrollment counts taken in October and April of each year. It is believed that because our assessment booklets are ordered by building level assessment coordinators approximately two months prior to the assessment (and precoded by CTB McGraw-Hill) that some students who are identified as having a disability by the assessment coordinator are either (a) declassified by the October 1 count or (b) were misidentified as having a disability by the assessment coordinator and not reconciled at the building level (because of the precoding of the booklets and labels by CTB McGraw-Hill). This, coupled with the nonfunding associated pupil enrollment count not having a student-by-student reconciliation is what we believe has caused us to actually exceed the number of pupils assessed when compared to those counted in October. The IDOE will continue to work on the accuracy of the precoded booklets and the nonfunded pupil enrollment counts.

3C: Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	The number of students with exceptional learning needs with reported proficiency on statewide and alternate assessment is $\geq 34\%$ for English/language arts and $\geq 40\%$ for mathematics.

The federal formula for this indicator is Overall Percent = $[(b + c + d^{23} + e) \div (a)]$

English/language arts: $35,854 \div 89,898 = 39.88\%$

Mathematics: $43,643 \div 89,898 = 48.55\%$

Actual Target Data for FFY 2007 (SY 07-08):

FFY 2007 (SY 07-08)	3 rd	4 th	5 th	6 th	7 th	8 th	10 th
<i>October 1, 2007 Special Education Enrollment</i>	14,079	13,561	13,009	12,288	12,303	12,424	12,234
<i># of Students Overall English/language arts Proficient</i>	7,189	7,013	6,263	4,890	3,889	3,719	2,891

²³ Indiana does not have an alternate assessment against grade level achievement standards. Therefore, there is no (d) in any calculations for Target 3C.

FFY 2007 (SY 07-08)	3 rd	4 th	5 th	6 th	7 th	8 th	10 th
% Proficient	51.06	51.71	48.14	39.80	31.61	29.93	23.63
<i># of Students Overall Mathematics Proficient</i>	6,998	8,139	7,776	6,722	5,715	4,858	3,435
% Proficient	49.70	60.02	59.77	54.70	46.45	39.10	28.08

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

During FFY 2006 (SY 06-07) the statewide overall proficiency level for English/language arts was 33.6% and for mathematics it was 42.5%. In FFY 2007 (SY 07-08) the statewide overall proficiency level for English/language arts was 39.88% and for mathematics it was 48.55%. Each of these represents a statistically significant increase which the IDOE attributes to our increased diligence in the EDEN data collection system. The State exceeded its rigorous targets set in both content areas for the current fiscal year and intends to hold steady on the improvement activities which have been established for this indicator. However, because slippage appears when students reach 7th grade for English/language arts and at 8th grade for mathematics the IDOE will add targeted activities for middle school and high school teachers in the upcoming fiscal year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 07-08):

Although no revisions to proposed targets are planned, there are many steps that continue to be taken at the state level to help improve and expedite data collection. Through a federal grant received in July of 2007 Indiana continues to improve data collection processes for our P-20 educational system. Through this grant as well as other state efforts, Indiana has made significant strides in alignment of data points collected within the Student Test Number (STN) and 618 data systems.

Improvement Activities:

Activity	Timelines	Resources
Training on use of ISTAR and LEA level activities involving the alternate assessment.	Continued from Year 1 and Ongoing.	The ISTAR Project staff.
Work with LEAs identified as needing improvement on this Indicator per activities specified in Indicator 15.	Ongoing.	The CEL staff.
Work towards implementing Response to Intervention (Rtl) strategies throughout schools in Indiana.	Ongoing.	The CEL staff along with the statewide Rtl work group.

Focused efforts at developing standards-based IEPs (especially at the middle and high school level).	Ongoing.	The ICAN Project staff.
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Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.
3. Please see the last section of the "Discussion of improvement activities completed" for Indiana's Response to the Part B FFY 2006 SPP/APR Response Table for this indicator:
 - It appears the State has failed to conduct or require the relevant local education agencies (LEA) to conduct such a review of policies, procedures and practices in those LEAs identified in FFY 2005 and FFY 2006 with significant discrepancies, pursuant to 34 CRF §300.170(b). The State must demonstrate correction of this noncompliance in the FFY 2007 APR, due February 2, 2009.
 - In reporting on this indicator in the FFY 2007 APR, due February 2, 2009, the State must describe the results of the State's Examination of the data from FFY 2007 (2007-2008).
 - In addition, the State must describe the review and if appropriate, revision, of policies, procedures and practices relating to the development and implementation of Individual Education Programs (IEP), the use of positive behavior interventions and supports, and procedural safeguards to ensure compliance with Individuals with Disabilities Education Act (IDEA) for the LEAs identified with significant discrepancies in FFY 2005 and FFY 2006.

Monitoring Priority: Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.*

*Sub-indicator B (by race and ethnicity) is not required for FFY 2007 APR due February 2, 2009.

[20 U.S.C. 1416(a)(3)(A); 1412(a)(22)]

Measurement:

A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.

B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State)] times 100.*

*Sub-indicator B (by race and ethnicity) is not required for FFY 2007 APR due February 2, 2009.

Include State's definition of "significant discrepancy."

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	The percent of Local Educational Agencies (LEA) meeting the criteria for statistical significance as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year will be equal to/or less than 1.0%.

Actual Target Data for FFY 2007 (SY 07-08):

Indiana defines *significant discrepancy in the rates of suspensions and expulsions greater than 10 days of students with disabilities* as: an incidence rate that is three times or higher than the state incidence rate for two consecutive years. Those LEAs whose rates are two times or higher the state incidence rate for two consecutive years are identified as being *at-risk* for significant discrepancy in the rates of suspensions and expulsions of students with disabilities. Significant discrepancy is determined annually.

Indiana has identified two LEAs for FFY 2007 (SY 07-08) reporting period, based on the analysis of FFY 2007 (SY 07-08) and FFY 2006 (SY 06-07) data as having a significant discrepancy in the suspension or expulsion of students with disabilities. This represents 0.59% of the LEAs (2 out of 338) in the State for FFY 2007 (SY 07-08) reporting period.

LEAs with significant discrepancies	2
Total Number of LEAs Applicable for this Indicator	338
Percent	0.59%

The two identified LEAs were notified on January 29, 2009 that they must examine their data and submit an action plan to the Indiana Department of Education (IDOE). This action plan will specify how the LEA will examine policies, procedures, and practices relating to the development and implementation of an IEP, the use of positive behavioral interventions and supports, as well as desired outcomes, and the use of procedural safeguards to ensure compliance with IDEA requirements. In addition, they will be required to work with the Center for Exceptional Learners (CEL), the Equity Project and the Indiana State Improvement Grant (IN-SIG) project to implement Culturally Responsive School Wide Positive Behavior Supports (CRSWPBS). As described in Indicator 15, implementation of the action plan is tracked through ongoing program reports, provisions of TA and monthly contact with LEA's CEL monitor.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

In addition to the TA from the federally funded centers referenced in the Overview of the APR Development section above, Indiana has received extensive TA that impacts Indicator 4 including:

- Participation in NCRRC's Regional Summit on Response to Intervention (RtI).
- Consultation with National Technical Assistance Center on Positive Behavior and Intervention Supports.
- Consultation with Dr. Robert March, Director of Effective Educational Practices.
- Ongoing TA from the Indiana University Equity Project.

Discussion of Improvement Activities:

- *Review the current established definition of significant discrepancy and revise, if determined appropriate, to ensure access to FAPE in the LRE as a means of improving services and results for children with disabilities.*

This indicator specifically has changes reflected in the process, baseline data and improvement activities which will influence all federal reporting beginning with the FFY 2007 (SY 07-08) APR to be submitted in February 2009. Following consultation with the Office of Special Education Programs (OSEP) staff members, the IDOE refined the definition (and subsequently the criteria) for significant discrepancy in suspension and expulsion:

Indiana defines significant discrepancy in the rates of suspensions and expulsions greater than 10 days of students with disabilities as: an incidence rate that is three times or higher than the state incidence rate for two consecutive years. Significant discrepancy is determined annually.

Staff members from the CEL carefully considered and examined the discrepancy in the rates of suspensions and expulsions of children with disabilities and due to acknowledged deficiencies within the identification and monitoring processes, significant and meaningful changes have been made. These changes are

described in the State's SPP, Indicator 4 as updated on February 1, 2008 and revised on April 14, 2008.

In order to ensure access to FAPE in the LRE as a means of improving services and results for children with disabilities, the CEL, the Equity Project, the INSIG, and the Indiana Civil Rights Commission (ICRC), in consultation with the National Technical Assistance Center on Positive Behavior Interventions and Supports, have been collaborating to develop an initiative known as CRSWPBS. Indiana values the importance of Schoolwide Positive Behavior Supports and culturally responsive classroom management in the education of students with disabilities. Beginning in 2008, the CEL established and maintained a positive behavior supports network in Indiana. The CEL worked with a statewide advisory board, external consultants, and the National Technical Assistance Center on Positive Behavior and Intervention Supports to determine the best way to build and maintain such a network.

- *LEAs identified with significant discrepancy will form an LEA wide LEAD team to address discrepancy issues. With technical assistance from the CEL and the Equity Project, the LEAD team will develop and evaluate a plan for addressing all areas of significant discrepancies.*

Status: Upon receiving the April 14, 2007 notification of FFY 2006 (SY 06-07) significant discrepancy, the one LEA that was notified internally developed and implemented their initial action plan. This included but was not limited to the review and when appropriate, the revision of policies, procedures and practices that related to the development and implementation of IEPs, the use of positive behavior interventions and supports, and procedural safeguards.

The LEA's FFY 2007 (SY 07-08) data continues to reflect significant discrepancy; however the LEA has made great strides in reducing their suspension/expulsion of children with disabilities incident rate by more than one-third [from 8.91% in FFY 2006 (SY 06-07) to 5.17% in FFY 2007 (SY 07-08)]. In February and March 2009, the Equity Project and the IN-SIG project will begin working directly with the LEA to establish a LEAD team to focus on CRSWPBS and to review and modify if needed their action plan to ensure compliance with Indicator 4.

- *Professional development activities and/or technical assistance will be provided statewide:*
 - *Closing Indiana's opportunity gaps (e.g., academic, social, and behavioral) by creating culturally responsive instructional systems.*
 - *Embedding early interventions in the culture of daily practice.*
 - *Utilizing Problem Solving Process to enhance the effectiveness of early intervention teams.*
 - *Designing IEP aligned with the general education curriculum to ensure education benefit.*
 - *Ensuring culturally responsive instructional and classroom management practices with all children.*
 - *Ensuring culturally responsive communication/interaction with all families.*

- *Differentiated instruction in all classrooms.*
- *Effective use of assessment and progress monitoring tools.*
- *Understanding language proficiency and academic achievement issues for English Language Learners (ELL) students.*
- *Continuation and expansion of "Courageous Conversations about Race".*
- *Continuation of training on inclusive education, multilevel instruction, scheduling, and peer supports.*

Status: The CEL provided regional workshops to educators in Indiana who are utilizing the practice of co-teaching. Emphases for these trainings were placed on:

- 1) Understanding the critical elements for effective collaboration;
- 2) Understanding strategies and models of co-teaching;
- 3) Understanding the language in the No Child Left Behind Act (NCLB) that focuses on co-teaching;
- 4) Understanding the structures and cultures necessary for effective co-teaching;
- 5) Recognizing and utilize effective communication skills;
- 6) Applying conflict resolution strategies;
- 7) Solving problems;
- 8) Managing resistance and building structures; and,
- 9) Supporting collaboration and co-teaching.

The CEL also provided regional workshops on classroom management to Indiana educators. Emphases for these trainings were placed on:

- 1) Developing and using effective classroom rules and procedures;
- 2) Understanding the intersection of engaging instruction and behavioral outcomes;
- 3) Developing a classroom management plan that includes a balanced set of disciplinary interventions;
- 4) Developing a caring and supportive relationship with students and their families;
- 5) Understanding the importance of calm and objective detachment when responding to inappropriate behavior;
- 6) Knowing strategies to diffuse conflict and power struggles; and,
- 7) Examining practices associated with culturally responsive classroom management.

The CEL assisted schools in the development and implementation of integrated systems of tiered prevention and intervention to meet the needs of all students. The CEL trained LEAs on the problem solving process for building based leadership and other teams to reflect on their current practices and develop plans to strengthen their processes. The CEL also led multiple awareness sessions on tiered systems for LEAs across Indiana. All of these impact the understanding of LRE for not only LEAs, but also for children with disabilities and their families.

- *A statewide “Closing the Opportunity Gap” institute will be held each summer or fall each year. Attendance will be open to all LEAs in the State, but will be required for any LEA with significant discrepancy or at-risk of significant discrepancy.*

Status: Not applicable. Timeline for this improvement activity is FFY 2008 (SY 08-09) through FFY 2010 (SY 10-11).

- *Coordinate activities with the Positive Behavior Support (PBS) initiative, a systems approach to effective school wide management that provides a comprehensive continuum of supports.*

Status: Timeline for this improvement activity is FFY 2008 (SY 08-09) through FFY 2010 (SY 10-11), however the following is a summary of related activities that did occur in FFY 2007 (SY 07-08).

A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments²⁴. This framework for school-wide discipline is commonly referred to as School-wide Positive Behavioral Interventions and Supports (SW-PBIS). Culturally Responsive School-wide Positive Behavioral Interventions and Supports is the application of SW-PBIS in a form that teaches school staff to be more sensitive to the dynamics cultural differences play in the practical application of school discipline and to increase awareness of how discipline practices that are embedded in the culture of the school may be disparate with respect to minority populations. It is imperative that educators understand the presence of disparate disciplinary practices and learn how these practices may be changed to prevent their continued reproduction over time. Activities completed in FFY 2007 (SY 07-08):

1. Train SW-PBIS trainers – five staff members who have been involved in SW-PBIS training for three years as part of the Indiana State Improvement Grant met with the coordinator of the LEAD project of the Equity Project at the Center for Evaluation and Education Policy at Indiana University. A series of training sessions consisting of assigned readings and discussions encompassing cultural awareness and cultural responsiveness in teaching and learning were conducted during the summer of 2007. These sessions were designed to begin the process of building cultural competence in the SW-PBIS trainers and to become familiar with activities related to cultural competence that could be incorporated into a training curriculum.
2. Development of a Culturally Responsive SW-PBIS Training Curriculum – The coordinator of the LEAD project and the SW-PBIS trainers developed a culturally responsive SW-PBIS training curriculum that is based on the

²⁴ OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports at: www.pbis.org. Retrieved August 5, 2008

SW-PBIS Blueprint developed under the leadership of Dr. Rob Horner, University of Oregon and Dr. George Sugai, University of Connecticut, and the training of Dr. Robert March, Director of Effective Educational Practices in Boulder, CO. Dr. March has been the principal trainer of SW-PBIS in Indiana for the past three years. This curriculum encompass an administrative overview session and four, full day training sessions for school-based teams.

3. Pilot the Culturally Responsive SW-PBIS Training Curriculum - Two elementary schools in Anderson, Indiana were chosen to pilot the culturally responsive SW-PBIS training. These two schools participated in training during the FFY 2007 (SY 07-08). As a result of this training and feedback from school staff participating in the training, the curriculum has, and continues to be, revised to better meet the needs of trainers and trainees.
4. Implement Training - A statewide planning symposium was held on November 27, 2007 to further assess state and local needs related to Culturally Responsive SW-PBIS and this session was followed by another session on February 7, 2008. In addition, SW-PBIS trainers and staff from the Equity Project have presented at various state and local functions throughout the year explaining the program and its importance in meeting the needs of all students. At the Indiana Disproportionality Summit held in May, 2008, Culturally Responsive School-wide Positive Behavior Support training was offered to schools as part of their Corrective Action Plan. As a result of these efforts, thirty-seven schools began training in Culturally Responsive School-wide Positive Behavior Support during the FFY 2008 (SY 08-09).
 - *LEAs identified with significant discrepancies will receive training in Culturally Responsive School-wide Positive Behavior Supports.*
Status: Not applicable. Timeline for this improvement activity is FFY 2008 (SY 08-09) through FFY 2010 (SY 10-11).

Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

Indiana is reporting slippage for Indicator 4A.

FFY	Percent of LEAs that report significant discrepancies	
	<u>Actual</u>	<u>Rigorous Target</u>
2004 (SY 04-05)	1.71% (5 out of 293)	1.50%
2005 (SY 05-06)	0.68% (2 out of 293)	1.25%
2006 (SY 06-07)	0.30% (1 out of 337)	1.25%
2007 (SY 07-08)	0.59% (2 out of 338)	1.00%

The FFY 2007 (SY 07-08) rate of 0.59% (2 out of 338 LEAs) indicates slippage from the FFY 2006 (SY 06-07) rate of 0.30% (1 out of 337 LEAs). The FFY 2006 (SY 06-07) rate of 0.30% (1 out of 337 LEAs) demonstrated progress from the FFY 2005 (SY 05-06) rate of 0.68% (2 out of 293). The State is under the FFY 2007 (SY 07-08) rigorous target of 1.00%. It should be noted that one LEA with significant discrepancy in FFY 2006 (SY 06-07) and FFY 2007 (SY 07-08) made great strides in reducing their suspension/ expulsion of children with disabilities incidence rate by more than one-third [from 8.91% in FFY 2006 (SY 06-07) to 5.17% in FFY 2007 (SY 07-08)].

Date Notified of FFY 2006 (SY 06-07) Significant Discrepancies	Number of LEAs Notified	LEAs Notified of Corrected Significant Discrepancies as of February 2, 2009
April 14, 2008	1	0

Per the Indiana Part B FFY 2007 SPP/APR Response Table for Indicator 4A:

1. It appears the State has failed to conduct (or require the relevant LEAs to conduct) such a review of policies, procedures and practices in those LEAs identified in FFY 2005 and FFY 2006 with significant discrepancies, pursuant to 34 CRF §300.170(b). The State must demonstrate correction of this noncompliance in the FFY 2007 APR, due February 2, 2009.

Status: During FFY 2006 (SY 06-07), the CEL experienced a substantial shifting of staff and personnel as a result of the development and transition of the updated CIFMS process. As a result, there was limited analysis done by either the prior CEL staff responsible for the CIFMS, or, the newly assigned CEL staff responsible for the CIFMS, on the data submitted by the LEAs. In a thorough search through files maintained by the CEL, there was no documentation that official letters were ever sent to an LEA found to be out of compliance for FFY 2005 (SY 05-06) or any documentation that formalized responses for noncompliance were submitted. During FFY 2006 (SY 06-07), the documented feedback provided to the LEAs was through the local directors of special education, who were informed of the OSEP dissatisfaction with the current monitoring process. The local directors were informed that major changes would be forthcoming.

This topic has been reviewed regularly with our federal contacts through phone conversations and during the on-site monitoring visit in October, 2008. Indiana did not make findings of noncompliance for FFY 2005 (SY 05-06). The FFY 2005 (SY 05-06) data was taken into consideration when findings were made on May 16, 2008 for FFY 2006 (SY 06-07) and when determinations were made on October 20, 2008. The noncompliance is to be corrected as soon as possible, and in no case more than one year after the State's identification.

There was one LEA determined to have significant discrepancy in suspensions/ expulsions of students with disabilities in FFY 2006 (SY 06-07) based upon the FFY 2005 (SY 05-06) and FFY 2006 (SY 06-07) data. Upon receiving notification on April 14, 2008 the LEA developed and implemented action plan addressing significant

discrepancy which included, but not limited to reviewing and if appropriate, revising, policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavior interventions and supports, and procedural safeguards to ensure compliance with IDEA.

2. In reporting on this indicator in the FFY 2007 APR, due February 2, 2009, the State must describe the results of the State's examination of the data from FFY 2007 (2007-2008).

Status: Indiana has identified two LEAs for FFY 2007 (SY 07-08) reporting period, based on the analysis of FFY 2007 (SY 07-08) and FFY 2006 (SY 06-07) data as having a significant discrepancy in the suspension or expulsion of students with disabilities. This represents 0.59% of the LEAs (2 out of 338) in the State for the FFY 2007 (SY 07-08) reporting period.

FFY 2007 (SY 07-08) Significant Discrepancies			
FFY	# of Students in Special Education	Special Ed Students suspended/expulsion greater than 10 days	Discipline Incident Rate
FFY 2006 (SY 06-07)			
Statewide	158,720	2,082	1.31%
LEA #1	2,082	142	8.91%
LEA #2	4,326	201	4.65%
FFY 2007 (SY 07-08)			
Statewide	158,499	1,862	1.17%
LEA #1	1,528	79	5.17%
LEA #2	4,242	206	4.86%

The two identified LEAs were notified on January 28, 2009 that they must examine their data and submit an action plan to the IDOE. This action plan will specify how the LEA will examine policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, as well as desired outcomes, and the use of procedural safeguards to ensure compliance with IDEA requirements. In addition, they will be required to work with the CEL, the Equity Project and the IN-SIG project to implement CRSWPBS. As described in Indicator 15, completion of the action plan is tracked through ongoing program reports, provisions of technical assistance and monthly contact with LEA's CEL monitor.

3. In addition, the State must describe the review and if appropriate, revision, of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavior interventions and supports, and procedural safeguards to ensure compliance with IDEA for the LEAs identified with significant discrepancies in FFY 2005 and FFY 2006.

There was one LEA determined to have significant discrepancy in suspensions/expulsions of students with disabilities in FFY 2006 (SY 06-07) based upon the FFY 2005 (SY 05-06) and FFY 2006 (SY 06-07) data. Upon receiving notification on April 14, 2008 the LEA developed and implemented an action plan addressing significant discrepancy which included, but was not limited to reviewing and if appropriate, revising, policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavior interventions and supports, and procedural safeguards to ensure compliance with IDEA.

Status: As stated previously, during FFY 2006 (SY 06-07), the CEL experienced a substantial shifting of staff and personnel as a result of the development and transition of the updated CIFMS process. As a result, there was limited analysis done by either the prior CEL staff responsible for the CIFMS, or, the newly assigned CEL staff responsible for the CIFMS, on the data submitted by the LEAs. In a thorough search through files maintained by the CEL, there was no documentation that official letters were ever sent to an LEA found to be out of compliance for FFY 2005 (SY 05-06) or any documentation that formalized responses for noncompliance were submitted. During FFY 2006 (SY 06-07), the documented feedback provided to the LEAs was through the local directors of special education, who were informed of the OSEP dissatisfaction with the current monitoring process. The local directors were informed that major changes would be forthcoming.

This topic has been reviewed regularly with our federal contacts through phone conversations and during the on-site monitoring visit in October, 2008. Indiana did not make findings of noncompliance for FFY 2005 (SY 05-06). The FFY 2005 (SY 05-06) data was taken into consideration when findings were made on May 16, 2008 for FFY 2006 (SY 06-07) and when determinations were made on October 20, 2008. The noncompliance is to be corrected as soon as possible, and in no case more than one year after the State's identification (or not later than May 16, 2009).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 07-08):

There are no revisions.

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.

Monitoring Priority: Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
Indicator 5: Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

[20 U.S.C. 1416(a)(3)(A)]

Measurement:

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	A. The percent of students with IEPs removed from regular class less than 21% of the day is $\geq 60.38\%$. B. The percent of students with disabilities removed from regular class greater than 60% of the day is $\leq 15.29\%$. C. The percent of students with disabilities served in either public/private/ separate schools or in residential placements is $\leq 1.21\%$.

Actual Target Data for FFY 2007 (SY 07-08):

Indiana met its target for Indicators 5A and 5B, but did not meet its target for Indicator 5C. See Table 5-1 for a breakdown of the distribution of students aged 6-21 with IEPs by setting. Based on the submitted SPP, and as part of the December 1 Child Count, all local educational agencies (LEAs) are responsible for entering the placement data for all students within their LEAs into the Integrated Electronic Management system (IEM). The data is sent to the Computerized Data Project (CODA).²⁵ The CEL staff disaggregates the data to analyze specific LRE placement by LEA. The CEL compared the data from FFY 2006 (SY 06-07) and FFY 2007 (SY 07-08) to analyze the distribution of students by setting. These data are shown in Table 5-2. These data reflect Indiana's FFY 2006 (SY 06-07) and the FFY 2007 (SY 07-08) data under IDEA section 618. See Appendix 5-1. *Percent of Students with Disabilities served in Public Schools by Program Type (Federal Unduplicated Count -- Ages 6-21) FFY 2007 (SY 07-08)* following this indicator for specific information by eligibility category.

Table 5-1
Distribution of Students Aged 6-21 with IEPs by Setting
FFY 2007 (SY 07-08)

<i>LRE Category</i>	<i>Percentage</i>
A. Removed from regular class less than 21% of the day.	62.81%
B. Removed from regular class greater than 60% of the day.	13.06%
C. Served in public or private separate schools, residential placements, or homebound or hospital placements.	2.50%

²⁵ CODA is the data collection system for special education funding and is used for the approved federally required 618 report. <http://www.thecodaproject.org>

Table 5-2
Comparison of the Distribution of Students Aged 6-21 with IEPs by Setting from
FFY 2006 (SY 06-07) and FFY 2007 (SY 07-08)

	FFY 2006 (SY 06-07)		FFY 2007 (SY 07-08)	
	#	%	#	%
Removed from regular class less than 21% of the day (5A)	98,870	62.29%	100,206	62.81%
Removed from regular class greater than 60% of the day (5B)	21,196	13.35%	20,830	13.06%
Total Separate (5C) ²⁶	3,310	2.09%	3,990	2.50%
• Separate School	1,468	.93%	1,765	1.11%
• Homebound/Hospital	975	.61%	1,136	.71%
• Residential	867	.55%	1,089	.68%
Resource	31,074	19.58%	29,053	18.21%
Correctional Facility	161	.10%	607	.38%
Parentally-Placed Private Schools	4,109	2.59%	4,861	3.05%
Totals	158,720	100%	159,547	100%

Data Source: 2006-2007 Statistical Report, March 2007 Pages 10-11 and 2007-2008 Statistical Report, March 2008 Page 10-11

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

Improvement Activities for FFY 2007 (SY 07-08) included:

1. Investigate the need for research and evaluation regarding LRE policies and practices in Indiana.
2. LEAs not meeting the determined targets for LRE categories will complete a self-assessment process that includes a tool addressing factors influencing LRE placements.
3. LEAs not meeting the determined targets for LRE categories will as a districtwide team, with technical assistance from the CEL and the indicated project personnel, develop and evaluate a plan for addressing factors influencing LRE placements (see Indicator 15, Level 4 within the SPP).

²⁶ The totals for 5C includes the sum of Separate School, Homebound/Hospital and Residential.

4. Professional development activities and/or technical assistance will be provided statewide on:
 - Closing Indiana's opportunity gaps (e.g., academic, social, and behavioral) by creating culturally responsive instructional systems;
 - Embedding early interventions in the culture of daily practice;
 - Designing IEPs aligned with the general education curriculum to ensure education benefit;
 - Ensuring culturally responsive instructional and classroom management practices with all;
 - Ensuring culturally responsive communication/interaction with all families;
 - Differentiated instruction in all classrooms;
 - Understanding language proficiency and academic achievement issues for English Language Learners;
 - Assessment and progress monitoring tools;
 - Continuation of training on inclusive education, multilevel instruction, scheduling, and peer supports;
 - Facilitated IEP training; and,
 - Coordinate activities with the Positive Behavior Support (PBS) initiative, a systems approach to effective school-wide management that provides a comprehensive continuum of supports.
5. Revise state guidelines for eligibility determination and service, and provide statewide training on appropriate identification of students with disabilities.
6. Support training and information sharing sessions conducted by other public or private agencies on LRE for families and school/agency personnel.
7. Conduct parent/family support in LRE through training and material dissemination

Discussion of these improvement activities follows:

1. Investigate the need for research and evaluation regarding LRE policies and practices in Indiana: The CEL investigated multiple states' LRE evaluative tools and procedures. It is apparent that the need for research around improving LRE in the State of Indiana is still needed. Continued discussions and activities around research and evaluation regarding LRE will occur.

2. LEAs not meeting the determined targets for LRE categories will complete a self-assessment process that includes a tool addressing factors influencing LRE placements: The CEL has not completed this at this time, however, plans to engage in creation and dissemination of a self-assessment have begun and during on-site monitoring, questions concerning LRE will be addressed.

3. LEAs not meeting the determined targets for LRE categories will as a districtwide team, with technical assistance from the CEL and the indicated project personnel, develop and evaluate a plan for addressing factors influencing LRE placements (see Indicator 15, Level 4): The CEL has not completed this at this time due to the focus on compliance indicators.

4. Professional development activities and/or technical assistance will be provided statewide: The CEL provided regional workshops to educators in Indiana who are utilizing the practice of co-teaching. The emphases for these trainings were placed on the following:

- understanding the critical elements for effective collaboration;
- understanding strategies and models of co-teaching;
- understanding the language in the No Child Left Behind Act (NCLB) that focuses on co-teaching;
- understanding the structures and cultures necessary for effective co-teaching;
- recognizing and utilize effective communication skills;
- applying conflict resolution strategies;
- solving problems;
- managing resistance and building structures; and
- supporting collaboration and co-teaching.

The CEL also provided regional workshops on classroom management to Indiana educators. The emphases for these trainings were placed on the following:

- developing and using effective classroom rules and procedures;
- understanding the intersection of engaging instruction and behavioral outcomes;
- developing a classroom management plan that includes a balanced set of disciplinary interventions;
- developing a caring and supportive relationships with students and their families;
- understanding the importance of calm and objective detachment when responding to inappropriate behavior;
- knowing strategies to diffuse conflict and power struggles; and,
- examining practices associated with culturally responsive classroom management.

The CEL assisted schools in the development and implementation of integrated systems of tiered prevention and intervention to meet the needs of all students. The CEL trained LEAs on the problem solving process for building based leadership and other teams to reflect on their current practices and develop plans to strengthen their processes. The CEL also led multiple awareness sessions on tiered systems for LEAs across Indiana. All of these impact the understanding of LRE for not only LEAs, but also for children with disabilities and their families.

All LEAs identified with disproportionate representation in special education or significant disproportionality were asked to attend the Disproportionality Solutions Summit. A total of 15 LEA's were invited and all participated in the summit with a total participant number of 100. The purpose of the summit was to provide LEA's with an understanding of disproportionality, as well as how to address it at the local level through the Local Equity Action Development (LEAD) process, a change process to address disproportionality that is grounded in cultural competence, data-based decision-making and best practices. Districts were provided multiple sessions throughout the three day summit. These included an overview of disproportionality, including the historical context and the associated factors linked to its development in schools (e.g., race relations, poverty, etc.) Participants were provided with opportunities to learn more about how to measure and address the issue within their own LEA. Three workshops took place concurrently and were repeated so all attendees participated in each aspect of understanding disproportionality. The three workshops included, *Talking About It*, *Using Data to Promote Equity*, and *Culturally Responsive Best Practices*. District teams were asked to develop hypotheses on why their LEA has disproportionality. LEA teams were provided a trained facilitator and guiding materials to document their discussions. By the end of day two all LEA teams were able to begin plans for addressing disproportionality in their LEA.

5. Revise state guidelines for eligibility determination and service, and provide statewide training on appropriate identification of students with disabilities:

Indiana's state guidelines were revised and in place as of August 13, 2008. The CEL provided 7 trainings on the revisions of Article 7²⁷ with approximately 1,454 participants.

6. Support training and information sharing sessions conducted by other public or private agencies on LRE for families and school/agency personnel and 7. Conduct parent/family support in LRE through training and material dissemination:

Parents were trained through Indiana's Academy for Parent Leadership by the Indiana Parent Information and Resource Center (PIRC). For the FFY 2007 (SY 07-08), the Indiana Academy for Parent Leadership, has brought together approximately 120 parents and educators from diverse communities who attended training sessions. Every Academy session focused on a different topic area, including special education overview; gaining knowledge about Indiana's standards and assessments; examining parental rights and responsibilities under NCLB and Indiana Public Law 221; and developing effective communication and group facilitation skills. In addition, each participant collaborated with his or her school community to create and implement a leadership project using the school's data with the potential to increase parent involvement and support student achievement. This impacted 12,133 families statewide. The CEL helped to create regional coordinators to expand the academy model which will begin in FFY 2008 (SY 08-09). The CEL and the Indiana Parent Information

²⁷ The Article 7 of the State Board of Education Rules may be found at:
<http://www.doe.in.gov/exceptional/speced/docs/2008-08-06-Article7.pdf>

Resource Center collaborated on a resource guide called "A Parents Guide to Understanding IDEA 2004: An Overview of Topic Areas". This guide will be distributed to approximately 10,000 families in FFY 2008 (SY 08-09).

The CEL encouraged multiple stakeholders to participate in committee work in order to facilitate parent involvement. Various newsletters were circulated to support Indiana students with disabilities and their families. Multiple projects supported by the CEL, maintained resource websites that were important tools for disseminating information to families and educators across the State. These tools were available for parents to connect with other parents and professionals regarding specific topics and the discovery of other resources available to them. For the FFY 2007 (SY 07-08), the revision of Indiana's companion guide to Article 7 began as the rule was still being revised. Four planning meetings were held for discussion of content and layout. The committee has made substantial progress, however final dissemination is yet to occur as Article 7's final promulgation occurred on August 13, 2008. This parent friendly reference assists families with the interpretation of the state special education law.

Additional Technical Assistance Received:

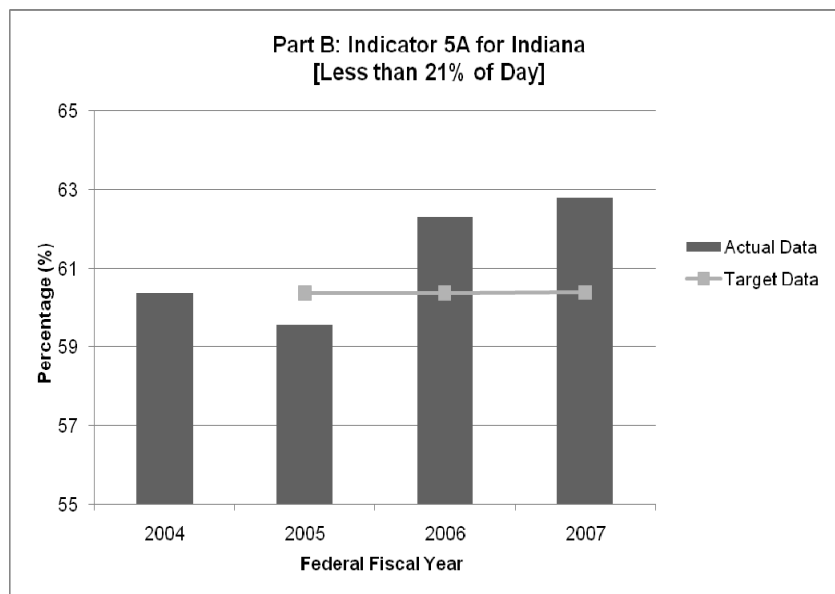
The CEL in collaboration with other centers in the IDOE, received additional technical assistance from the National Response to Intervention Center FFY 2007 (SY 07-08). This included: an invitation and attendance at the National RtI Summit where assistance was given to the State to create an Implementation Plan for Response to Intervention (RtI). This has added to support the improvement activities the State has outlined for this indicator.

Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

Percent of children with IEPs ages 6 – 21:

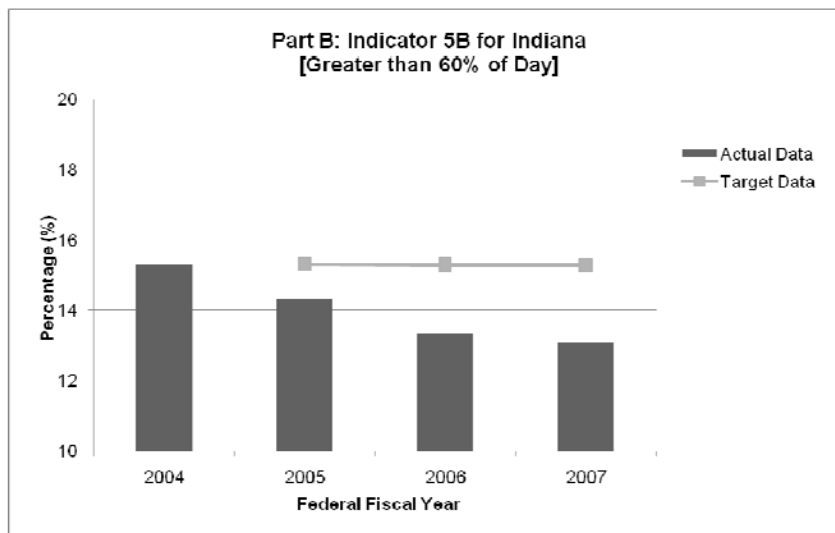
- A. Removed from regular class less than 21% of the day – **Comparison from 62.29% in FFY 06 (SY 06-07) to 62.81% in FFY 07 (SY 07-08) = .52% Progress**
- B. Removed from regular class greater than 60% of the day – **Comparison from 13.35% in FFY 06 (SY 06-07) to 13.06% in FFY 07 (SY 07-08) = .29% Progress**
- C. Served in either public/private separate schools, residential placements, or homebound or hospital placements – **Comparison from 2.09% in FFY 06 (SY 06-07) to 2.50% in FFY 07 (SY 07-08) = .41% Slippage**

Chart 5-1
Distribution of Students Aged 6-21
Removed from regular class less than 21% of the day



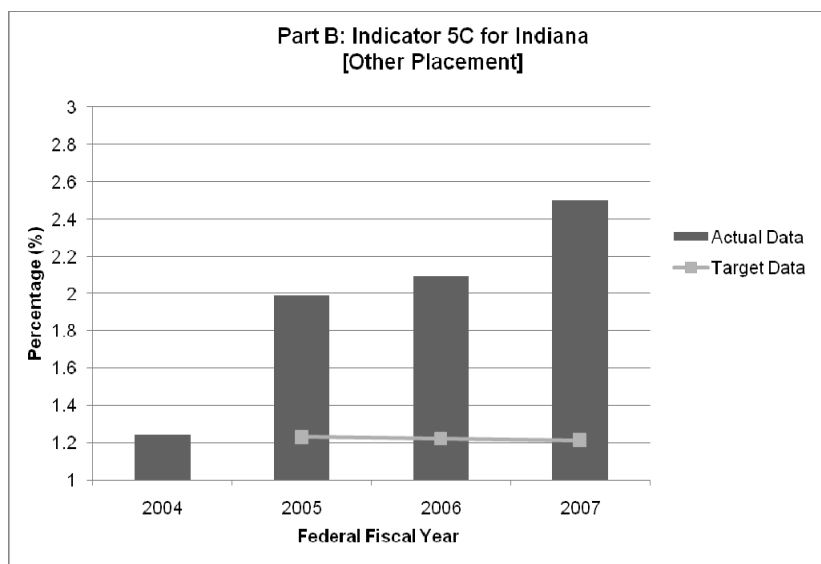
The FFY 2007 (SY 07-08) data for students with disabilities removed from the regular class less than 21% of the day was 62.81%. The FFY 2006 (SY 06-07) data for students with disabilities removed from the regular class less than 21% of the day was 62.29%. Therefore, the State made .52% progress from FFY 2006 (SY 06-07) to FFY 2007 (SY 07-08).

Chart 5-2
Distribution of Students Aged 6-21
Removed from regular class greater than 60% of the day



The FFY 2007 (SY 07-08) data for students with disabilities removed from the regular class for greater than 60% of the day was 13.06%. The FFY 2006 (SY 06-07) data for students with disabilities removed from the regular class for greater than 60% of the day was 13.35%. Therefore, the State made .29% progress from FFY 2006 (SY 06-07) to FFY 2007 (SY 07-08).

Chart 5-3
Distribution of Students Aged 6-21
Served in either public/private separate schools,
residential placements, or homebound or hospital placements



The FFY 2007 (SY 07-08) data for students with disabilities served in public or private separate schools, residential placements, or homebound or hospital placements was 2.50%. The FFY 2006 (SY 06-07) data for students with disabilities served in public or private separate schools, residential placements, or homebound or hospital placements was 2.09%. Therefore, the State had a .41% slippage from FFY 2006 (SY 06-07) to FFY 2007 (SY 07-08).

As LEAs worked to increase performance on this indicator, they continued to redeploy staff to more collaborative or co-teaching arrangements, creating more effective programming for students in general education classes. This was possible due new certification requirements as a Highly Qualified Teacher (HQT). There was intense emphasis in training on instructional strategies that primarily focused on academic and curriculum achievement related to LRE. The DOE has also initiated training on schoolwide positive behavioral supports. This points to a need for the collection and examination of data to understand what factors contribute to residential placements. It is anticipated that this will effect state data collection over the next five years on this population of students.

**Revisions, with Justification, to Proposed Targets / Improvement Activities /
Timelines / Resources for FFY 2006 (SY 06-07):**

Revisions to Proposed Targets:

The CEL closely examined the “Proposed Targets” identified in the FFY 2005 (SY 05-06) SPP, and determined the CEL will continue with the current targets

Revisions, with Justifications to Improvement Activities, Timelines, Resources

There are no revisions.

Appendix 5-1²⁸

Data Source: 2007-2008 Statistical Report, March 2008 Page 11

**Percent of Students with Disabilities served in Public Schools by Program Type
(Federal Unduplicated Count -- Ages 6-21)
FFY 2007 (SY 07-08)**

Program Type	Regular class	Resource room	Separate Class	Separate Day School Facility	Residential Facility	Correctional Facility	Parentally placed in private school	Homebound/hospital placement
MD	6.18	7.60	71.98	4.60	2.84	0	0.79	6.01
OI	68.81	15.40	10.68	0.07	0.00	0	3.47	1.57
VI	72.26	11.87	11.10	0.64	0.26	0	3.35	0.52
HI	69.91	16.24	8.75	0.48	0.11	0	4.18	0.33
ED	42.72	19.16	26.22	4.64	3.35	0.31	0.93	2.67
LD	65.94	25.08	5.27	0.48	0.18	0.09	2.46	0.50
CD	93.41	0.33	0.05	0.00	0.03	0	6.14	0.04
MIMD	27.09	38.34	32.14	0.50	0.33	0.15	0.86	0.59
MOMD	2.65	8.20	86.73	1.08	0.40	0.05	0.42	0.47
SMD	0.58	1.03	80.21	12.46	1.91	0	0.58	3.23
DSI	6.67	26.66	60.00	0.00	0.00	0	6.67	0.00
AUT	47.70	17.36	28.48	2.11	0.75	0	3.06	0.54
TBI	40.37	24.11	27.85	1.50	1.50	0	1.50	3.17
OHI	64.65	22.81	7.83	0.64	0.28	0.04	2.83	0.92
Statewide percentage	63.19	18.32	13.14	0.95	0.53	0.08	3.07	0.72

²⁸ Appendix 5-1 includes all LEAs excluding the following state operated schools (School for the Deaf, School for the Blind and Visually Impaired, Department of Correction, and Morton Memorial School).

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

The instructions for collecting preschool least restrictive environment (LRE) data under Section 618 State-reported data requirements have been revised. The new preschool LRE 618 collection is significantly different from previous collection, and not consistent with Indicator 6; therefore, the Office of Special Education Programs (OSEP) instructed states to not report on Indicator 6 for FFY 2007 (SY 07-08).

Monitoring Priority: Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	Not applicable

Actual Target Data for FFY 2007 (SY 07-08):

Not applicable.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

Not applicable.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 07-08):

Not applicable.

Part B State Performance Plan (SPP) for FFY 2007 (SY 07-08)**Overview of the State Performance Plan Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.
3. The OSEP requires progress data and improvement activities for Indicator 7 to be reported using the State Performance Plan (SPP) template. States will not be required to report baseline data and targets until February 2010.
4. As required by the Early Childhood Outcomes (ECO) suggested format for revised SPP Indicator B7 due February 2009, the highlighted text reflects changes to the SPP from FFY 2006 (SY 06-07) to FFY 2007 (SY 07-08).

Monitoring Priority: Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator 7: Percent of preschool children with individualized education programs (IEPs) who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

[20 U.S.C. 1416 (a)(3)(A)]

Measurement:

- A. Positive social-emotional skills (including social relationships):
 - a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
 - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If $a + b + c + d + e$ does not sum to 100%, explain the difference.

Measurement:

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If $a + b + c + d + e$ does not sum to 100%, explain the difference.

Measurement:

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If $a + b + c + d + e$ does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process:

The Office of Special Education Programs (OSEP) expects to receive information on early childhood outcomes progress data and improvement activities in the FFY 2007 (SY 07-08) submission of the SPP. This is the second time that states are required to report entrance and exit data on the three early childhood outcomes. Therefore, there is no APR for Indicator 7 in FFY 2007 (SY 07-08). States will not be required to report baseline and targets on this indicator until February, 2010.

The Indiana Department of Education (IDOE), Center for Exceptional Learners (CEL) utilizes the Indiana Standards Tools for Alternate Reporting (ISTAR)²⁹ to measure and monitor individual child process and to report on the three early childhood outcomes. The ISTAR assessment is a web-based standards/foundations-referenced assessment system developed, provided and supported by the IDOE through a grant to the

²⁹ Details regarding the criteria for use of the ISTAR assessment in lieu of ISTEP+ can be accessed at: <https://ican.doe.state.in.us/istar/Criteria/criteriadocs/updates/criteriaspecneeds.pdf>.

Individualized Classroom Accountability Network (ICAN)³⁰ Project. The system utilizes both teacher and parent ratings to measure the progress made by students. For the purpose of measuring student progress during this reporting period, performance was considered according to four levels of proficiencies prior to kindergarten for children from birth through age five; these levels are referred to as Birth 1 (B1) = birth to two years of age, Birth 2 (B2) = two to three years of age, Foundation 1 (F1) = three to four years of age, and Foundation 2 (F2) = four to five years of age. Beginning in the spring of 2009, student performance will be presented in a new arrangement based on the findings of recently concluded General Supervision Enhancement Grant (GSEG) studies. The interface and the reports will address the three outcome areas rather than the discipline and domain areas. This new assessment, the ISTAR-KR (Indiana Standard Tool for Alternate Reporting – Kindergarten Readiness) is discussed in detail under the Improvement Activities section.

Throughout this reporting period, state policy required the assessment of students within the first quarter of entry into a preschool program, annually during the quarter of the birth date and within the quarter of exiting preschool. The system allowed for more frequent assessments as a local option. Assessment procedures were outlined in the ISTAR manual which is available on the IDOE website. Training included sessions during semi-annual administrative conferences as well as more than 40 regional hand-on trainings which occurred during the fall months. Quality assurance activities focused on the completeness and timeliness of the assessment with the provision of a dynamic compliance chart that administrators could use to visually track the students records that were ready for state collection and those that remained incomplete as the deadline approached.

This was the last reporting year that children participating in Communication Disorder only services could be solely assessed by the speech therapist on items related to speech. Beginning spring of 2009, a complete assessment of all children in early childhood programs will be required through the ISTAR-KR. This is due to the following factors:

- The data reported from this deficit model only included data on the deficit, not the entire construct of each of the three outcome areas. Therefore, progress on the whole child was much less likely to be captured through the limited data set as evidenced in the outcome data reported in 2007 and in this report.
- The ISTAR-KR is scheduled for delivery February 1, 2009. This assessment leverages the findings from the GSEG study to permit a more efficient and robust assessment that is more feasible for evaluation teams of any size. There will no longer be a separate column necessitated for speech interface in the SPP for FFY 2009 (SY 09-10).

³⁰ ICAN is a web-based software system which supports instructional accountability. Details regarding the ICAN can be accessed at:
<https://ican.doe.state.in.us/ICANnet/icangettingstarted.htm>

- The State of Indiana is moving all assessments to a spring schedule. Therefore, the software revisions for early childhood were necessarily bundled into the February 1, 2009 delivery schedule.

The current data system, the ISTAR, will harvest all individual baseline assessments in tables for next year's comparisons. Each entry score will be flagged as to if the score represents achievement comparable to same-aged peers. The ISTAR-KR will have an improved method for getting at that construct of achievement with peers. Therefore, until the new system has been used long enough to cycle through from exit to entrance, researchers will be comparing achievement categories derived with two different methods, the ISTAR and the ISTAR-KR.

Baseline Data:

Although this is NOT baseline data, the tables below show the progress data for children who exited during the FFY 2007 (SY 07-08) reporting periods, who had both entry and exit data and participated in the Early Childhood Special Education program for at least six months.

Outcome 1: Positive social-emotional skills (including social relationships:	# and % of children Full ISTAR		# and % of children using speech interface		# and % of children combined	
	#	%	#	%	#	%
a. Percent of preschool children who did not improve functioning.	22	2.5%	226	14.1%	248	10%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	135	15.3%	960	59.9%	1,095	44.1%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach.	21	2.4%	238	14.8%	259	10.4%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers.	66	7.5%	30	1.9%	96	3.9%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers.	637	72.3%	149	9.3%	786	31.6%
Total	881	100%	1,603	100%	2,484	100%

Outcome 2: Acquisition and use of knowledge and skills (including early language/communication and early literacy):	# and % of children Full ISTAR		# and % of children using speech interface		# and % of children combined	
	#	%	#	%	#	%
a. Percent of preschool children who did not improve functioning.	26	3%	185	11 %	211	8.5%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	681	77.2%	914	57%	1,595	64.2%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach.	132	15%	349	21%	481	19.4%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers.	19	2.2%	23	1%	42	1.7%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers.	23	2.6%	132	8%	155	6.2%
Total	881	100%	1,603	100%	2,484	100%

Outcome 3: Use of appropriate behaviors to meet their needs:	# and % of children Full ISTAR		# and % of children using speech interface		# and % of children combined	
	#	%	#	%	#	%
a. Percent of preschool children who did not improve functioning.	13	1.5%	321	20%	334	13.5%
b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	105	11.9%	1,279	79.8%	1,384	55.7%
c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach.	6	.6%	3	.2%	9	.4%
d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers.	53	6%	0	0%	53	2.1%
e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers.	704	80%	0	0%	704	28.3%
Total	881	100%	1,603	100%	2,484	100%

Discussion of Baseline Data:Procedures used to collect and analyze data and determine the progress categories:

Although the ISTAR assessments were required during the quarter of the student's entrance, exit and birth month, the web-based assessment system could be used by educators at any time during the course of a given year. The data was harvested quarterly and historical data tables were stored for reference and analysis.

From the child count data system of quarterly reports, a table of student identification numbers, student test numbers (STNs), was produced. This table contained the STNs of all students reported for the first time after July 1, 2007. If a child's STN was included in the table, it was assumed that the child's entry date into the early childhood program was during the collection period. This list was then reduced to include only the STNs that were discontinued prior to June 30, 2008. An STN was considered discontinued or exited if they were no longer reported for child count purposes or if they reached kindergarten age. If a student did not remain in the early childhood program for six months, this STN was removed from the list as well. This process produced a list of 9,796 STNs.

This list of STNs was then merged with the ISTAR assessment history tables to identify the scores of these particular students at the various points of assessment. The dates of the most recently completed assessment and the first completed assessment were then mapped to birthdates to create a chart of the ages of the students at the time of the assessments.

A cut score directory was created as a reference table to determine if the score would be considered to be peer level at the time of the assessment. The cut scores for this report are based on a consensus process of early childhood experts. Cut scores using the new ISTAR-KR will be more defensible in terms of standardized expectations based on two-month age increments.

Phasing out of the ISTAR and into the ISTAR-KR, the time period reported here still includes the collection of data through a speech interface was created to address the particular expertise of a speech-language pathologist (SLP). For this reason, the progress of students with communication disability only is reported in the three outcome areas as required but is calculated using a subset of data points from the full assessment used for students benefiting from a classroom program.

In the final steps of the analysis, the list of STNs was sorted into the five progress categories for each outcome by first identifying all of the STNs with neither scores achieving peer equivalency. The children whose first score was higher or equal to the most recent score were counted in category **(a)** *Percentage of children who did not improve functioning*.

For the remaining STNs, the entry assessments were compared to the peer level cut scores to bifurcate the group that had achieved peer level from the group that had not

achieved a peer level equivalency upon entering preschool. Of the first group, if both the first and second assessment scores were equal to or above the peer level cut score, this STN was counted in category **(e)** *Percentage of children who maintained functioning at a level comparable to same-aged peers.*

If the first assessment score was below the peer level but the second assessment was at or above peer level, this score was counted in the category **(d)** *Percentage of children who improved functioning to reach a level comparable to same-aged peers.*

If the first and second scores were below peer level but the second score was at least improved from the first score, the child was considered to be improving but not to peer level. If the second score did not approach the cut score of a student one year younger, this STN was counted in the category **(b)** *Percentage of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.* If the second score was within a year of the peer level, this STN counted in category **(c)** *Percentage of children who improved functioning to a level nearer to same-aged peers but did not reach it.*

Measurement Strategies for Collecting the Data:

Who is included in the measurement, i.e., what population of children and when did measurement occur?

As a condition of eligibility for Part B and 619 funds, local educational agencies (LEAs) must use the ISTAR assessment to measure progress of all early childhood students with disabilities that have been served for at least six months. An ISTAR assessment is expected during the quarter of their entry, exit, and birth date of each year. The collection dates of October 31, January 31, April 30 and July 31 mark the end of each quarter.

Who conducted the assessment?

The ISTAR ratings are typically completed by teachers, SLPs, and related services personnel who know the child best. For items that exceeded the experience of school personnel, collaboration with the parent was expected.

What data will be reported to the state?

The ISTAR assessment technology was designed to allow for the direct harvesting of student progress by the state. Prior to the most recent OSEP categories, the data was reported by the ISTAR Project staff based on the foundational categories of English/language Arts, mathematics, physical skills, personal care skills, and social-emotional skills. Due to the new reporting requirements, the LEA will report quarterly on the entrance/exit status of preschool students registered in the STN system and will continue to rate each

student during the quarter of entrance, exit, and birth date. Following the validation activities of the GSEG, the data will be regularly collected, reported, and displayed on the IDOE website in aggregate based in terms of the five levels of three outcomes.

The criteria used to determine whether a child's functioning was "comparable to same aged peers:"

The early childhood experts that worked with the CEL in developing the early childhood performance indicators reached consensus that when a child demonstrates 70% of the skills in English/language arts and mathematics, and the speech interface content areas (B1=birth to two, B2= 2 to 3 years of age, F1= 3 to 4 years of age, and F2= 4 to 5 years of age), this was determined to be functioning at "comparable to same aged peers." This was done as a "best estimate" in absence of normative data forthcoming from the current study.

The functional achievement indicators measure growth throughout the student's life. Therefore, 100% represents what would be expected of a fully independent adult. Children in an early childhood program would be expected to score low in these areas. When children demonstrated 15% (age 3-4), 20% (age 4-5), or 25% (age 5-6) in personal care skills, this was determined to be "comparable to same age peers." When children demonstrated 40% (age 3-4), 50% (age 4-5), 60% (age 5-6) in physical skills this was determined to be "comparable to same aged peers." When children demonstrated 20% (age 3-4), 25% (age 4-5), or 30% (age 5-6) in social-emotional skills, this was determined to be "comparable to same aged peers."

As noted earlier, since the pilot sites and number of children were limited, the GSEG studies included the measurement of 300 same-aged peers using the ISTAR and the Assessment, Evaluation and Programming System (AEPS). It is the intention of the CEL to revisit these performance indicators following the analysis of this data which will confirm or advance our understanding of what would be considered reasonable scores for children without disabilities.

Explanation of currently reported data and revisions to the process

After analysis of the data, the CEL believes the disaggregated data for students assessed with the speech interface does not reflect expected progress. The primary reason for this is that the set of items identified as relevant to the knowledge base of SLPs is not representative of a comprehensive measure of the child. Children with communication disorders who only receive speech services are not children with significant disabilities. No children with communication disorders only that received speech-only services from the SLP were reported as maintaining or reached functioning comparable to same aged peers in using appropriate behaviors to meet their needs.

The following hypotheses were present in the previous SPP and may continue to account for the out of range data until the system cycles through to ISTAR-KR:

- Since SLPs provided input into the development of the four levels and performance indicators within their scope of work, the ISTAR assessment in total for speech-only students did not include domains beyond those addressed through speech therapy. The skill indicators for social interaction, comprehension, and expressive language were taken from other parts of the ISTAR. The stakeholder group prioritized the skills in the ISTAR to be assessed, thereby, shortening the number of skill sets in each level. Speech intelligibility plus social interaction indicators were identified as the major set of performance indicators in identifying whether children with communication disorders have the appropriate behaviors to meet their needs. However, the data demonstrate that by only assessing speech intelligibility and social interactions, it is difficult to show growth in these levels in children with communication disabilities. The speech interface appears to be built around a deficit model so it is difficult to show progress. It is hypothesized that the four levels of the assessment are too narrow in scope to represent the whole child when considering whether the child demonstrates positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.
- One of the first steps in the analysis of the data identified students who showed at least one data point at peer level. Because the speech interface only measured skills specific to speech therapy, this could have eliminated from the highest categories most of the students who qualified based on their sole need for speech therapy. Schools typically do not provide speech therapy for students who are age-appropriate in skills specific to speech therapy.
- SLPs could not answer with validity and reliability whether the child had demonstrated the skills, whether the skills were developing, or whether there was no evidence of progress on the four levels of achievement indicators. They may only see children for a short time and not necessarily in settings with other children. Rather than seeking input from the parent regarding the progress on performance indicators, they reported “not evident.” This could explain the high number of children with communication disorders showing little or no progress.

The aggregated progress data for children with disabilities that were assessed with all of the components of the ISTAR appears to be valid. Since this is the first data collection, there has not been an opportunity to analyze the data over time. The data appears to show sensible patterns of progress. The “n” size of 2,484 children is representative of the number of children that participated in the ISTAR assessment. The process of integrating data that utilizes different fields from the Computerized Data

Project (CODA)³¹ and the ISTAR data system proved difficult. Staff from the ISTAR assessment project spent many hours completing a variety of data runs to verify entry and exit information. It was determined that the ISTAR-KR will add a finalization step to the assessment process that captures the assessment's purpose as entrance or exit. To avoid user error, this will default to entrance when it is the first time that the STN is preschool. Collections will be compared with child count information to be verified and will eventually become one with the child count system. Also, the term "exit" needs to be defined in the data systems to mean leaving preschool, not moving.

Revisions in the ISTAR to accurately measure and report the three early childhood outcomes:

- The speech interface will be eliminated and all children with disabilities will be assessed with the ISTAR assessment. When a provider does not have sufficient opportunity to observe and rate the child on the performance indicators, parent input will be obtained.
- One authoritative data source that provides the number of children that enter and exit early childhood services.
- The definition of "comparable to same aged peers" will be revised based on GSEG activities and a replication study slated for spring 2009.
- The ISTAR assessment was amended and reorganized to be more closely aligned with the early childhood outcomes based on the results of the alignment study from winter 2008.
- The ISTAR assessment will be amended to enhance performance indicators for the earliest stages of development based on the results of GSEG.

Provision of training and technical assistance supports:

- Regional trainings are scheduled across the State for directors, coordinators, monitors, lead teachers, and other assigned personnel. It is the LEA's responsibility to provide training to their local staff. Training is also held periodically at the ISTAR lab located in Indianapolis and annually at regional educational service centers.
- Two sessions per day are conducted to assist local leaders in staff training and management of the ISTAR data. Training material, including handouts and PowerPoint presentations, are available for immediate viewing and use on the ISTAR website.³²

³¹ CODA is the data collection system for special education funding and is used for the approved federally required 618 report. <http://www.thecodaproject.org>

³² The ISTAR website may be found at:
<https://ican.doe.state.in.us/COMMON/help/Reference/istarref.htm>

- The Handbook on Alternate and Supplemental Assessment in Indiana is updated annually and is made available to LEA administrators and staff. The handbook provides comprehensive information on the ISTAR assessment.
- Early childhood practitioners have been provided with copies of the Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5 which gives information and guidance on how to integrate into practice the desired outcomes measured by the ISTAR assessment. Many LEAs utilize the ICAN³³ integrated technologies that allow users to manage individualized curriculum and analysis through standards-based accountability tools that are integrated with the ISTAR assessment. School sites are invited to become ICAN partners. The integrated technology is free of charge. The ISTAR and ICAN software program is able to communicate with a centralized server bank via the internet.

Quality assurance and monitoring procedures to ensure the accuracy and completeness of the outcomes data:

Procedures that ensure the accuracy and completeness of the child outcomes data includes:

- The software has particular features that alert the user to required data and assure completeness of the assessment;
- A compliance report and other administrative tools provide local administrators the means for managing and monitoring the process. Administrators must verify that all reports are completed accurately and within the mandatory time frames;
- ISTAR staff did training on the compliance report and utilization of the CEL Dashboard that accesses data management tools. ISTAR staff maintained a support response time of about 1 hour per request; and
- The CEL, with the assistance of the ISTAR staff, will analyze student progress on the early childhood outcomes in a variety of ways including by LEA, by types of disabilities, and by length of time in service in order to identify variations and strange patterns.

Progress data reported in FFY 2010 (SY 10-11) will be considered baseline data.

FFY	Measurable and Rigorous Target
2010 (SY 10-11)	Targets will be set in 2010

³³ ICAN is a web-based software system which supports instructional accountability. Details regarding the ICAN can be accessed at:
<https://ican.doe.state.in.us/ICANnet/icangettingstarted.htm>

Improvement Activities/Timelines/Resources:

As a result of quality assurance activities and the anticipated results from the validity and reliability studies completed through the GSEG, new improvement activities have been developed in the SPP FFY 2007 (SY 07-08) submission.

Improvement Activities	Timelines	Resources
<p><u>Data collection and reporting procedures</u></p> <p>1. Revise and reorganize the ISTAR assessment to better align with the early childhood outcomes based on the research and evidence from the GSEG.</p> <p>Made available for final public comment December 10, 2008 – January 9, 2009</p>	FFY 2007 (SY 07-08)	The ICAN Project, the CEL, and GSEG workgroups.
<p>2. Develop a uniform definition of “entry” and exit” that will be utilized and tracked in one authoritative data source.</p> <p>The ISTAR-KR system will collect this flag to compare to child count data starting February 1, 2009.</p>	FFY 2008 (SY 08-09)	The ICAN Project, the CODA Project, the IDOE Center for Information Systems and the CEL.
<p>3. Provide child progress data in a variety of formats including by LEA, by reported disabilities, and by length of time in services.</p> <p>The ICAN Project is intending to present on the secure website a dynamic indicator compliance data charts by LEA.</p>	<p>FFY 2007 (SY 07-08)</p> <p>FFY 2008 (SY 08-07)</p>	The CODA Project, the IDOE Center for Information Systems, ICAN Project and the CEL.

4. Utilize OSEP Technical Assistance Centers such as the Early Childhood Outcomes Center (ECO) and the National Early Childhood Technical Assistance Center (NECTAC) to help improve the quality of the data, training, and reporting procedures.	FFY 2005 (SY 05-06) through 2010 (SY 10-11)	The ECO, the NECTAC, and the CEL.
<u>Monitoring Process and Quality of Data</u>		
1. Utilize CODA Project, the IDOE Information Technology Division, and ISTAR data to verify that all early childhood students with disabilities are being assessed with the ISTAR assessment at the time of entry and exit.	FFY 2005 (SY 05-06) through 2010 (SY 10-11)	The ICAN Project, the CODA Project, the IDOE Center for Information Systems, and the CEL.
2. Eliminate use of the ISTAR speech interface. The ISTAR-KR system will collect comprehensive data only starting February 1, 2009.	FFY 2008 (SY 08-09)	The ICAN Project and the CEL.
3. The definition of “comparable to same aged peers” will be validated or revised spring 2009 to be applied to data reporting in FFY 2009 (SY 09-10).	FFY 2008 (SY 08-09)	The ICAN Project, the CEL, and the GSEG.
4. Provide LEA administrators with compliance reports on the CEL Dashboard, a data management tool, and update as needed based on user input.	FFY 2006 (SY 06-07) through 2010 (SY 10-11)	The ICAN Project and the CEL.

<p><u>Personnel Development</u></p> <p>1. The ICAN Project will provide training activities including:</p> <ul style="list-style-type: none"> • Regional training opportunities, • Video modules, • FAQ online, • Newsletters, • Conferences, • Site training upon request, • Reference materials including the <u>ISTAR Handbook on Alternate and Supplemental Assessment in Indiana</u>, • Online chats, • Troubleshooting with the ISTAR Project staff, and • Training regarding using the full ISTAR assessment for children that only receive services from an SLP. 	<p>FFY 2005 (SY 05-06) through 2010 (SY 10-11)</p> <p>FFY 2008 (SY 08-09) through FFY 2010 (SY 10-11)</p>	<p>The ICAN Project and the CEL.</p>
<p>2. The ICAN Project will publish a manual on line and in print. It will include the following chapters/modules:</p> <ul style="list-style-type: none"> • Requirements for the OSEP; • Observing for Assessment; • Analysis and Reporting; • Adjusting Curriculum; • Resources and Environment; • Progress Monitoring; and, • ISTAR-KR Step-by-Steps. 		
<p>3. The CEL Staff will provide the ISTAR assessment information to early childhood administrators at their fall and spring conferences.</p>	<p>FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)</p>	<p>The CEL staff and early childhood administrators.</p>

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.
3. Please see the last section of the "Discussion of improvement activities completed" for Indiana's Response to the Part B FFY 2006 SPP/APR Response Table for this indicator:
 - OSEP could not determine whether noncompliance identified in FFY 2005 regarding the secondary transition requirements in 34 CFR 300.320(b) was corrected in a timely manner. The State must demonstrate, in the FFY 2007 APR, due February 2, 2009 that this noncompliance was corrected in a timely manner, or if not corrected in a timely manner, when the noncompliance was corrected.
 - In its description of its FFY 2006 data, the State did not address whether the response group was representative of the population. In the FFY 2007 APR, due February 2, 2009, the State must address whether its FFY 2006 data are representative.

Monitoring Priority: Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

[20 U.S.C. 1416(a)(3)(A)]

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	88.4% of parents with a child receiving special education services reported that schools facilitated parent involvement.

Actual Target Data for FFY 2007 (SY 07-08):

Within the Office of Special Education Programs' (OSEP) June 15, 2007 response table indicated that the states sampling plan for this indicator was not technically sound. The State submitted a revised sampling plan for this indicator in the FFY 2006 (SY 06-07) APR. The revised sampling plan has been approved by the OSEP and was used to collect FFY 2007 (SY 07-08) data. Indiana's approved sampling plan³⁴ now uses a two-fold stratified random sampling technique. The sampling plan includes individuals in all educationally relevant types of LEAs in Indiana. The stratification of the sample is two-fold; stratification by LEA enrollment and stratification by educational category. In addition, to address the issues of urbanicity in its sampling process Indiana creates its school categories based on school enrollment and size. By the use of the two-fold stratification method, Indiana's sampling process allows the State to select a sample that is representative of the age, gender, race/ethnicity, disability category and community of its students with IEP's. Given the use of the extensive stratification process designed to provide proportionate representation across the State in the sampling pool approximately one-fourth of the LEAs will be selected each year, providing Indiana with a sample that is representative of its population each school year.

Indicator 8, Table 1: Respondent Demographics

Classification:	Percent of Actual Population	Percent of Respondent Population
Age Group of Student		
Ages 3-5	10.94%	11.83%
Ages 6-10	35.83%	27.96%
Ages 11-14	28.03%	32.26%
Ages 15-18	23.86%	26.88%
Ages 18+	1.33%	1.08%
Total	100.00%*	100.00%*
Racial/Ethnic Group		
White	78.96%	87.06%
Black or African American	12.79%	4.71%
Hispanic or Latino	4.32%	2.35%

³⁴ For further details of Indiana's sampling plan, approved by OSEP on March 19, 2008, please see pages 56-60 of the Indiana Part B State Performance Plan.

Asian or Pacific Islander	.57%	1.18%
American Indian or Alaskan Native	.20%	1.18%
Multi-racial	3.12%	4.00%
Total	100.00%*	100.00%*

*Percentages for the table were rounded to two decimal points. Raw data totals 100%.

Of the 441 parents surveyed for 2007-2008, 92 responded, for a 20.9% return rate. The surveyed parents resided in 85 (or 25%) of Indiana's 337 local education agencies (LEAs) including one of the four state operated schools. As indicated in Table 1, the FFY 2007 (SY 07-08) parent survey responses by age category are representative of the State. However, the FFY 2007 (SY 07-08) parent survey responses by racial/ethnic category are not representative of the State. While the initial sample polled was representative of Indiana's population, the responses received were not as representative of the Black or African American category. The response rate for the White category was also unbalanced. These issues in representation can be attributed to the response rate to the survey. In order to obtain more representative results in the future the Center for Exceptional Learners (CEL) will work to increase the response rate in coming years. See Table 2 below.

The CEL is using the National Center for Special Education Accountability Monitoring (NCSEAM) survey with some state specific question added and this survey has been deemed a valid and reliable instrument for the purposes of this indicator. The complete survey can be found electronically at:

http://www.doe.in.gov/exceptional/speced/docs/Part_B_School_Year_06_07_SPP.pdf.

Indicator 8, Table 1: Parent Survey Response Rate

Parent Response Rate	
Number of parents surveyed	441
Number of parents that responded	92
Response rate	20.9%

To calculate the percentage of parents with a child receiving special education services who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities, the CEL averaged each individual respondent's scores. Respondents with an average of 1.0 or greater were considered to report that schools facilitated parent involvement. 74 out of 92 respondents (80.4%) had an overall rating of 1.0 or greater. It was also determined through data analysis that the majority of the parents surveyed felt most positive about the following statements:

- Written information I receive is understandable;

- Teachers are available to communicate with me in a variety of ways (i.e. phone, email, notes, etc.); and
- Teachers and administrators respect my cultural heritage.

However, the data revealed that respondents did not respond positively to the statement, "I attend training sessions relating to the needs of children with disabilities and their families." Therefore, the IDOE will encourage LEAs, parents and advocacy groups to identify a more diverse range of training opportunities as well as options relating to training times, transportation, locations, advertising, etc.

Discussion of Improvement Activities for FFY 2007 (SY 07-08):

Improvement Activities for FFY 2007 (SY 07-08) included:

1. Analyze survey results for trends regarding consistently low-scoring and high-scoring areas of parent involvement. Target for improvement the areas most likely to impact the indicator.
2. Training and TA to strengthen family, school, and community partnerships will be provided to local education agencies as a means to increase student achievement and parental involvement.
3. Embed Indiana's standards for family, school, and community partnerships into the training and TA for statewide educational initiatives.
4. Train parents through Indiana's Academy for Parent Leadership and other parent organizations throughout Indiana to be a part of training and TA to statewide initiatives.
5. Provide information sessions to increase awareness of statewide initiatives and effective educational practices among families and communities.
6. Revise Indiana's companion guide to Article 7³⁵ (Indiana's special education rules and regulations).
7. Coordinate and disseminate information related to family, school, community partnership activities and resources in Indiana by creating a state hub for information on effective family, school, and community partnerships through increased collaboration with agencies devoted to education and family support.

³⁵ The Article 7 of the State Board of Education Rules may be found at:
<http://www.doe.in.gov/exceptional/speced/docs/2008-08-06-Article7.pdf>

Discussion of these improvement activities follows:

1. **Analyze survey results for trends regarding consistently low-scoring and high-scoring areas of parent involvement. Target for improvement the areas most likely to impact the indicator.** It was determined through data analysis that the majority of the parents surveyed felt most positive about the following statements:

- Written information I receive is understandable;
- Teachers are available to communicate with me in a variety of ways (i.e. phone, email, notes, etc.); and
- Teachers and administrators respect my cultural heritage.

However, the data revealed that respondents did not respond positively to the statement, "I attend training sessions relating to the needs of children with disabilities and their families." Therefore, the IDOE will encourage LEAs, parents and advocacy groups to identify a more diverse range of training opportunities as well as options relating to training times, transportation, locations, advertising, etc.

2. **Training and TA to strengthen family, school, and community partnerships will be provided to local education agencies as a means to increase student achievement and parental involvement.** The CEL supported activities that encouraged parental involvement in multiple ways. Assistance was provided statewide to help support the needs of parents, educational surrogate parents and educators in their efforts to facilitate the success of students in school. One activity which has been particularly effective in this regard has been the assistance provided by parents to parents through IN*SOURCE's volunteer network of four hundred and fifty (450) Regional Parent Resources (RPRs). For the FFY 2007 (SY 07-08), the RPR volunteer network provided assistance to four thousand, six hundred and ninety five (4,695) individuals across the State. The CEL also facilitated the establishment of regional IN*SOURCE offices to insure an appropriate level of local support to parents and educators in communities throughout the year. Each office is staffed part time (16-24 hours/week) by a parent of a child with disabilities (Regional Program Specialist). Currently, IN*SOURCE maintains regional offices in sixteen (16) different locations across the State. These regional staff provided direct support to the volunteers in their areas. They also work directly with other families providing various forms of individual assistance and support. For the FFY 2007 (SY 07-08), IN*SOURCE staff have provided assistance and support to twelve thousand, nine hundred and forty-five (12,945) individuals statewide.

3. **Embed Indiana's standards for family, school, and community partnerships into the training and TA for statewide educational initiatives.** Utilizing Indiana's standards for family, school, and community partnerships, workshops and presentations represented another form of assistance the CEL provided to students with disabilities and their families across the State. These types of activities were requested by local family support groups, schools or other service providers in the community to address the needs of the LEA.
4. **Train parents through Indiana's Academy for Parent Leadership and other parent organizations throughout Indiana to be a part of training and TA to statewide initiatives.** Parents were trained through Indiana's Academy for Parent Leadership by the Indiana Parent Information and Resource Center (PIRC). For the FFY 2007 (SY 07-08), the Indiana Academy for Parent Leadership, has brought together approximately 120 parents and educators from diverse communities who attended training sessions. Every Academy session focused on a different topic area, including special education overview; gaining knowledge about Indiana's standards and assessments; examining parental rights and responsibilities under the No Child Left Behind Act (NCLB) and Indiana Public Law 221; and developing effective communication and group facilitation skills. In addition, each participant collaborated with his or her school community to create and implement a leadership project using the school's data with the potential to increase parent involvement and support student achievement. This impacted 12,133 families statewide. The CEL helped to create regional coordinators to expand the academy model which will begin in FFY 2008 (SY 08-09).
5. **Provide information sessions to increase awareness of statewide initiatives and effective educational practices among families and communities.** The CEL and the Indiana PIRC collaborated on a resource guide called "A Parents Guide to Understanding IDEA 2004: An Overview of Topic Areas". This guide will be distributed to approximately 10,000 families in FFY 2008 (SY 08-09).
6. **Revise Indiana's companion guide to Article 7 (Indiana's special education rules and regulations).** For the FFY 2007 (SY 07-08), the revision of Indiana's companion guide to Article 7 began as the Rule was being revised. Four planning meetings were held for discussion of content and layout. The committee has made substantial progress, however final dissemination is yet to occur as Article 7's final promulgation occurred on August 13, 2008. This parent-friendly reference assists families with the interpretation of the state special education law.

- 7. Coordinate and disseminate information related to family, school, community partnership activities and resources in Indiana by creating a state hub for information on effective family, school, and community partnerships through increased collaboration with agencies devoted to education and family support.** Various newsletters were circulated to support Indiana students with disabilities and their families. Multiple projects supported by the CEL, maintained resource websites that were important tools for disseminating information to families and educators across the state. These tools were available for parents to connect with other parents and professionals regarding specific topics and the discovery of other resources available to them.

Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

In FFY 2007 (SY 07-08), the CEL received 92 completed surveys out of a total of 441 surveys sent to parents based on the OSEP approved sampling plan. This represents a return rate of 20.9%. The survey contained 33 questions, with three possible responses being “yes,” “somewhat” or “no.” The CEL equated these responses to the following values: 2 = yes, 1 = somewhat and 0 = no. The CEL defined a positive response as a 1 or a 2 value. In FFY 2006 (SY 06-07), the data reflected that 93.6% of parents with a child receiving special education services reported that schools facilitated parent involvement. The CEL had slippage of 13.2% in FFY 2007 (SY 07-08). However, as noted by the OSEP, the sampling plan for FFY 2006 (SY 06-07) was deemed as not valid. Therefore, caution is to be used until more data can be collected and analyzed over a period of time.

Indiana Response to the Part B FFY 2006 SPP/APR Response Table (OSEP Analysis/Next Steps)

In its description of its FFY 2006 data, the State did not address whether the response group was representative of the population. In the FFY 2007 APR, due February 2, 2009, the State must address whether its FFY 2006 data are representative.

Indiana Response: As stated in the FFY 2005 (SY 05-06) the CEL reviewed the NCSEAM parent survey and several parent surveys from other states, and incorporated selected portions into Indiana’s current parent survey. The original survey was distributed in the spring of 2006. The special education directors for the planning districts received the parent surveys via U.S. Postal Service for distribution to the school corporations included in their respective planning districts. The CEL distributed the parent survey according to each planning district’s special education population (with a letter of explanation) to ensure random and consistent sampling throughout the State. A separate listing was included which informs the directors of the specific number of parent surveys to be forwarded to each school corporation. School corporations are to be instructed by the directors to alphabetically distribute the parent surveys to the first 3% of their special education population (the “A” and some of the “B” surnames in each corporation to provide a random sample). That is, all of the surnames beginning with “A” and some beginning with “B” will be survey

participants. After completing the surveys, parents were requested to return the parent surveys to the school, though there was an option to return them directly to the IDOE in the event a parent did not wish to return the parent survey to their school. The CEL has revised the sampling plan and it has been approved by the OSEP. This approved sampling plan was utilized in the collection of FFY 2007 (SY 07-08) data.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 07-08):

There are no revisions.

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.
3. Please see the last section of the "Discussion of improvement activities completed" for Indiana's Response to the Part B FFY 2006 SPP/APR Response Table for this indicator:
 - The State should clarify, in its FFY 2007 APR, due February 2, 2009 and in its SPP, that the recalculated data for FFY 2006 is the revised baseline data.

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	Percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%.

Actual Target Data for FFY 2007 (SY 07-08):

Indiana defines *disproportionate representation (or disproportionality)* of racial and ethnic groups in special education and related services as a risk ratio greater than 2.0 (for over-representation) and a risk index that is equal to or greater than the state average or a risk ratio less than 0.5 (for under-representation) and a risk index less than half the State average in special education and related services, for two consecutive years. Each year, every Local Education Agency's (LEA) data is reviewed to determine if there is a disproportionate representation. Sample size is set at 10 students in a given population in special education and related services.

Indiana did not meet its target FFY 2007 (SY 07-08). The FFY 2007 (SY 07-08) reporting period, based on the FFY 2007 (SY 07-08) and FFY 2006 (SY 06-07) data indicates that nine LEAs present the statistical criteria of disproportionality. This represents 2.66% of LEAs (9 of 338) in the State. The nine LEAs were notified of the preliminary determination of disproportionate representation on October 8, 2008 and were requested to complete the Disproportionate Representation Self Assessment Survey – October 2008. The Center for Exceptional Learners (CEL) and the Equity Project reviewed and analyzed the nine LEA Disproportionate Representation Self Assessment Surveys and their policies, practices and procedures.

The review and analysis of the Disproportionate Representation Self Assessment Survey, local policies, practices and procedures resulted in the finding that one of the nine LEAs disproportionate representation was the result of inappropriate identification. This represents 0.30% of LEAs (1 of 338) in Indiana.

Number of LEAs with disproportionate representation	9
Number of LEAs with disproportionate representation that is the result of Inappropriate Identification	1
Total Number of LEAs	338
Percent	0.30%

The review and analysis of the Disproportionate Representation Self Assessment Survey, local policies, practices and procedures of eight of the nine LEAs with disproportionate representation indicated that the disproportionality was not the result of inappropriate identification. Self Assessment surveys from these LEAs indicated that the following was taking place on a regular and ongoing basis:

- LEAs were implementing a Response to Intervention (RtI) framework;
- LEAs were making use of appropriate assessment tools;
- Areas which were indicated by the LEA as needing further development had no correlation to the area of disproportionate representation;
- LEAs had a structure for general education intervention teams that were in place and functioning on an ongoing basis; and,

- In those LEAs with over-representation in autism there was no evidence of inappropriate identification.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

In addition to the TA from the federally funded centers referenced in the Overview of the APR Development section above, Indiana has received extensive TA that impacts Indicator 9 including:

- Participation in NCRRC's monthly disproportionality workgroup calls;
- Participation in NCRRC's Regional Summit on RtI;
- Consultation with the National Technical Assistance Center on Positive Behavior and Intervention Supports;
- Consultation with Dr. Robert March, Director of Effective Educational Practices; and,
- On going TA from the Indiana University Equity Project.

Discussion of Improvement Activities:

- *LEAs identified with disproportionate representation will complete a self assessment as part of the monitoring process to determine if the disproportionality is due to inappropriate identification.*

Status: The FFY 2007 (SY 07-08) reporting period, based on the FFY 2007 (SY 07-08) and FFY 2006 (SY 06-07) data indicated that nine LEAs presented the statistical criteria of disproportionality. The nine LEAs were notified of the preliminary determination of disproportionate representation on October 8, 2008 and were requested to complete the Disproportionate Representation Self Assessment Survey. The surveys were completed and submitted to the CEL by October 30, 2008.

- *LEAs identified with significant disproportionality will attend a three day intensive institute on addressing disproportionality. (In future years, LEAs with disproportionate representation due to inappropriate identification will also be required to attend).*

Status: There were no LEAs identified in the FFY 2007 (SY 07-08) reporting period, with significant disproportionality of racial and ethnic groups in special education and related services.

The one LEA identified with disproportionate representation due to inappropriate identification for the FFY 2007 (SY 07-08) is required to attend the Disproportionality Solutions Summit that is scheduled to be conducted on April 20 and 21, 2009.

- *LEAs identified with disproportionate representation due to inappropriate identification will form a district wide Local Equity Action Development (LEAD)*

team to address disproportionality issues. With assistance from the CEL and the Equity Project, the LEAD team will develop a plan for addressing all areas of disproportionate representation due to inappropriate identification.

Status: The LEAD team for the one LEA identified with disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification for the FFY 2007 (SY 07-08) is required to attend the Disproportionality Solutions Summit that is scheduled to be conducted on April 20 and 21, 2009 to develop a plan, for addressing all areas of disproportionate representation due to inappropriate identification. This plan will be the LEAs Corrective Action Plan (CAP) for Indicator 9.

- *Professional development activities and/or technical assistance will be provided statewide.*
 - *Closing Indiana's opportunity gaps (e.g., academic, social, and behavioral) by creating culturally responsive instructional systems.*
 - *Embedding early interventions in the culture of daily practice.*
 - *Utilizing Problem Solving Process to enhance the effectiveness of early intervention teams.*
 - *Designing individualized education programs (IEP) aligned with the general education curriculum to ensure education benefit.*
 - *Ensuring culturally responsive instructional and classroom management practices with all children.*
 - *Ensuring culturally responsive communication/interaction with all families.*
 - *Differentiated instruction in all classrooms.*
 - *Effective use of assessment and progress monitoring tools.*
 - *Understanding language proficiency and academic achievement issues for English Language Learners (ELL) students.*
 - *Continuation and expansion of "Courageous Conversations about Race".*
 - *Continuation of training on inclusive education, multilevel instruction, scheduling, and peer supports.*

Status: The CEL provided regional workshops to educators in Indiana who are utilizing the practice of co-teaching. Emphases for these trainings were placed on:

- 1) Understanding the critical elements for effective collaboration;
- 2) Understanding strategies and models of co-teaching;
- 3) Understanding the language in No Child Left Behind (NCLB) that focuses on co-teaching;
- 4) Understanding the structures and cultures necessary for effective co-teaching;
- 5) Recognizing and utilize effective communication skills;
- 6) Applying conflict resolution strategies;
- 7) Solving problems;
- 8) Managing resistance and building structures; and,
- 9) Supporting collaboration and co-teaching.

The CEL also provided regional workshops on classroom management to Indiana educators. Emphases for these trainings were placed on:

- 1) Developing and using effective classroom rules and procedures;
- 2) Understanding the intersection of engaging instruction and behavioral outcomes;
- 3) Developing a classroom management plan that includes a balanced set of disciplinary interventions;
- 4) Developing a caring and supportive relationship with students and their families;
- 5) Understanding the importance of calm and objective detachment when responding to inappropriate behavior;
- 6) Knowing strategies to diffuse conflict and power struggles; and,
- 7) Examining practices associated with culturally responsive classroom management.

The CEL assisted schools in the development and implementation of integrated systems of tiered prevention and intervention to meet the needs of all students. The CEL trained LEAs on the problem solving process for building based leadership and other teams to reflect on their current practices and develop plans to strengthen their processes. The CEL also led multiple awareness sessions on tiered systems for LEAs across Indiana. All of these impact the understanding of Least Restrictive Environment (LRE) for not only LEAs, but also for children with disabilities and their families.

- *Continue to gather data on disproportionate identification of racial and ethnic groups in special education and disseminate to stakeholders through a variety of formats, including the IDOE website.*

Status: The State will continue to gather data on disproportionate identification of racial and ethnic groups in special education. The Equity Project website provides information on disproportionality including current research on disproportionality issues, using data, and addressing disproportionality at the local level. Stakeholders can access disproportionality information through a link on the IDOE home page to The Center for Evaluation and Education Policy (CEEP)/Equity Project. The information can also be obtained by directly accessing the home page of the Equity Project at:

<http://ceep.indiana.edu/equity/>

Each LEA can directly access their specific data by utilizing their Equity password at:

<http://www.iub.edu/~equity/equity/equityinindiana.php>

- *Revise state guidelines for eligibility determination and services and provide statewide training on appropriate identification of students with disabilities.*

Status: Completed. Indiana's state guidelines were revised and in place as of August 13, 2008. The CEL provided seven trainings on the revisions of Article 7³⁶ with approximately 1,454 participants.

Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

During the summer and fall of 2007, the CEL staff members carefully considered and examined the disproportionate representation of racial and ethnic groups in special education and related services which result from inappropriate identification processes. Due to acknowledged deficiencies within the identification and monitoring processes, significant and meaningful changes were made.

During FFY 2004 (SY 04-05) through FFY 2006 (SY 06-07) the Equity Project worked with the CEL and LEA throughout the State in order to implement local interventions that are designed to reduce the rate of disproportionate representation at the local level. LEAs found to have disproportionate representation of racial and ethnic groups in special education and related services were offered the opportunity to engage in a process termed LEAD in which they conducted a needs assessment, formed an LEA team to review local data, formulate hypotheses, develop interventions, and engage in a continuous data feedback process using local data to evaluate the impact of those interventions. During FFY 2006 (SY 06-07), an evaluation conducted by the Equity Project suggested that the LEAD process was highly effective, resulting in decreases in disproportionate representation of LEAs involved of up to 20%. The LEAD process additionally received a favorable response from LEA staff in a qualitative evaluation. In FFY 2007 (SY 07-08) this process was adapted for use with LEAs ultimately found to have disproportionate representation due to inappropriate identification.

Beginning in FFY 2007 (SY 07-08) LEAs determined to have disproportionate representation of racial and ethnic groups due to inappropriate identification are required to participate in the Disproportionality Solutions Summit and to develop a CAP.

Indiana is reporting slippage for Indicator 9 of .30%.

FFY	Percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	
	<u>Actual</u>	<u>Rigorous Target</u>
2006 (SY 06-07)	0% (0 out of 337)	0% (0 out of 337)
2007 (SY 07-08)	0.30% (1 out of 338)	0% (0 out of 338)

An analysis of the FFY 2006 (SY 06-07) reporting period based on the FFY 2006 (SY 06-07) and FFY 2005 (SY 05-06) data indicates no LEAs (0 out of 337) had disproportionate representation of racial and ethnic groups in special education and

³⁶ The Article 7 of the State Board of Education Rules may be found at:
<http://www.doe.in.gov/exceptional/speced/docs/2008-08-06-Article7.pdf>

related services resulting from inappropriate identification. However, an analysis of the FFY 2007 (SY 07-08) reporting period based on the FFY 2007 (SY 07-08) and FFY 2006 (SY 06-07) data indicates the one LEA (1 out of 338) had disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

The review and analysis of the inappropriate identification Self Assessment Survey, local policies, practices and procedures for the one LEA determined to have Disproportionality due to inappropriate identification indicates the following :

- Evidence provided was insufficient in describing efforts to ensure school staff is well informed about LEA level policy changes and reforms, especially related to the delivery of services provided to culturally diverse students;
- Evidence provided to support the participation of parents in school activities and meetings were insufficient;
- Evidence provided was insufficient in describing culturally related content and research based assessment strategies as well as implementation of prereferral interventions to assist struggling students;
- Evidence provided describing LEA's approaches to measuring student progress were insufficient; and,
- Evidence provided on efforts to inform LEA staff about the influence of culture on student behavior is insufficient. Only limited examples on how the LEA is knowledgeable about different cultural practices that may affect student behavior were provided.

Per the Indiana Part B FFY 2006 SPP/APR Response Table for Indicator 9:

1. The State should clarify, in its FFY 2007 APR, due February 2, 2009 and in its SPP, that the recalculated data for FFY 2006 is the revised baseline data.

Status: In FFY 2006 (SY 06-07) the State revised its definition of disproportionate representation and recalculated the data from FFY 2005 (SY 05-06) and FFY 2006 (SY 06-07) using the new definition to report data for the FFY 2006 (SY 06-07) reporting period. Based upon the revised definition, 0% is the State's revised baseline data.

The revised baseline data of 0% has been specified in the Indiana Part B State Performance Plan (SPP) revised February 2, 2009 under Indicator 9, Baseline Data for FFY 2005 (SY 05-06) section, last paragraph, and last sentence.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (SY 06-07):

Revision to Proposed Targets/Timelines/Resources:

There are no revisions.

Revision to Proposed Improvement Activities:

Indicator 9 addresses disproportionate representation due to inappropriate identification. To help reduce the confusion between disproportionate representation and significant disproportionality Indiana has revised its improvement activities. The improvement activity pertaining to significant disproportionality will be discontinued as an Indicator 9 improvement activity; however it will continue to be one of the required activities for LEAs determined to have significant disproportionality.

The following improvement activity pertaining to significant disproportionality will be discontinued/modified:

Improvement Activity	Timelines	Resources
LEA's identified with significant disproportionality will attend a three day intensive institute on addressing disproportionality to be held in the spring. (In future years, the intensive institute will also include LEAs with disproportionate representation due to inappropriate identification).	May 2008	The CEL, the Equity Project personnel, the NCRRC.

The modified improvement activity will state:

Improvement Activity	Timelines	Resources
LEA's identified with disproportionate representation due to inappropriate identification will attend an intensive institute on addressing disproportionality to be held in the spring.	FFY 2008 (SY 08-09) through FFY 2010 (SY 10-11)	The CEL, the Equity Project personnel, the NCRRC.

The modified improvement activity is reflected in the Indiana Part B SPP revised February 2, 2009 under Indicator 9, Improvement Activities.

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.
3. Please see the last section of the "Discussion of improvement activities completed" for Indiana's Response to the Part B FFY 2006 SPP/APR Response Table for this indicator:
 - The State must submit revised baseline data for FFY 2006 based on a complete analysis of the data from FFY 2005 and FFY 2006.
 - The State must review its improvement activities and revise them if appropriate to ensure they will enable the State to demonstrate in FFY 2007, due February 2, 2009 that it has in effect policies, procedures and practices as required by 34 CFR §300.173 and that the local education agencies (LEA) identified in FFY 2006 as having disproportionate representation of racial or ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements of 34 CFR §300.111, 300.201 and 300.301 through 300.311.

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

[20 U.S.C. 1416(a)(3)(C)]

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	Percent of districts that report disproportionate representation of racial and ethnic groups in specific disability categories in special education and related services that is the result of inappropriate identification will be 0%.

Actual Target Data for FFY 2007 (SY 07-08):

Indiana defines *disproportionate representation (or disproportionality)* of racial and ethnic groups in specific disability categories as a risk ratio greater than 2.0 (for over-representation) and a risk index that is equal to or greater than the state average or a risk ratio less than 0.5 (for under-representation) and a risk index less than half the state average in special education and related services, for two consecutive years. Each year, every LEA's data is reviewed to determine if there is a disproportionate representation of racial and ethnic groups (African American, Hispanic, American Indian, Asian/Pacific Islander and White) in specific disability categories (Mental Retardation, Specific Learning Disability, Emotional Disturbance, Speech and Language Impairment, Other Health Impairment, Autism). Sample size is set at a minimum of 10 students in a given population in a specific disability category. See below for a more comprehensive description of the process of identifying disproportionate representation and determining whether that is due to inappropriate identification.

Indiana did not meet its target FFY 2007 (SY 07-08). The FFY 2007 (SY 07-08) reporting period, based on the FFY 2007 (SY 07-08) and FFY 2006 (SY 06-07) data indicates that 26 LEAs present the statistical criteria of disproportionality. This represents 7.69% of LEAs (26 of 338) in the State. The 26 LEAs were notified of the preliminary determination of disproportionate representation on October 8, 2008 and were requested to complete the Disproportionate Representation Self Assessment Survey – October 2008. The Center for Exceptional Learners (CEL) and the Equity Project reviewed and analyzed the 26 LEA's Disproportionate Representation Self Assessment Survey and their policies, practices and procedures.

The review and analysis of the 26 Disproportionate Representation Self Assessment Surveys, local policies, practices and procedures indicated that 13 of the 26 LEAs disproportionate representation was not the result of inappropriate identification. Self Assessment surveys from these 13 LEAS indicated that the following was taking place on a regular and ongoing basis:

- Districts were implementing a Response to Intervention framework;
- Districts were making use of appropriate assessment tools;
- Areas which were indicated by the district as needing further development had no correlation to the area of disproportionate representation;
- Districts had a structure for general education intervention teams that were in place and functioning on an ongoing basis; and,
- In those districts with over-representation in autism there was no evidence of inappropriate identification.

However, the review and analysis of the remaining LEAs Disproportionate Representation Self Assessment Surveys, local policies, practices and procedures resulted in the finding that of 13 of the 26 LEAs with disproportionate representation indicated that the disproportionality was the result of inappropriate identification. This represents 3.85% of LEAs (13 of 338) in the state.

Total number of LEAS	338
Total number of LEAS with Disproportionate Representation	26
Number of LEAS with Disproportionate Representation that is <u>not</u> the result of Inappropriate Identification	13
Number LEAS with Disproportionate Representation that is the result of Inappropriate Identification	13
Percent of LEAs with Disproportionate Representation that is the result of Inappropriate Identification	3.85%³⁷

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

In addition to the TA from the federally funded centers referenced in the Overview of the APR Development section above, Indiana has received extensive TA that impacts Indicator 10 including:

- Participation in NCRRC's monthly disproportionality workgroup calls;
- Participation in NCRRC's Regional Summit on Response to Intervention (RtI);

³⁷ Calculation: 13 Indiana LEAs with Disproportionate Representation that is the result of Inappropriate Identification / 338 Indiana LEAs = 3.85%

- Consultation with the National Technical Assistance Center on Positive Behavior and Intervention Supports;
- Consultation with Dr. Robert March, Director of Effective Educational Practices; and,
- On going TA from the Indiana University Equity Project.

Discussion of Improvement Activities:

- *LEAs identified with disproportionate representation will complete a self assessment as part of the monitoring process to determine if the disproportionality is due to inappropriate identification.*

Status: Completed and ongoing. The FFY 2007 (SY 07-08) reporting period, based on the FFY 2007 (SY 07-08) and FFY 2006 (SY 06-07) data indicated that 26 LEAs presented the statistical criteria of disproportionality. The 26 LEAs were notified of the preliminary determination of disproportionate representation on October 8, 2008 and were requested to complete the Disproportionate Representation Self Assessment Survey. The surveys were completed and submitted to the CEL by October 30, 2008.

- *LEAs identified with significant disproportionality will attend a three day intensive institute on addressing disproportionality. (In future years, LEAs with disproportionate representation due to inappropriate identification will also be required to attend).*

Status: There were seven LEAs identified in the FFY 2007 (SY 07-08) reporting period, with significant disproportionality of racial and ethnic groups in specific disability categories. The seven LEAs with significant disproportionality attended the three day Disproportionality Solutions Summit on May 7-9, 2008.

All 14 LEAs identified with disproportionate representation in specific disability categories due to inappropriate identification in FFY 2006 (SY 06-07) were invited to attend the Disproportionality Solutions Summit on May 7-9, 2008. All of the invited LEAs participated in the summit with a total participant number of 100. The purpose of the summit was to provide LEAs with an understanding of disproportionality, as well as how to address it at the local level through the Local Equity Action Development (LEAD) process, a change process to address disproportionality that is grounded in cultural competence, data-based decision-making and best practices. LEAs were provided multiple sessions throughout the three-day summit. These included an overview of disproportionality, including the historical context and the associated factors linked to its development in schools (e.g., race relations, poverty, etc.) Participants were provided with opportunities to learn more about how to measure and address the issue within their own LEA. Three workshops took place concurrently and were repeated so all attendees participated in each aspect of understanding disproportionality. The three workshops included, *Talking About It*, *Using Data to Promote Equity*, and

Culturally Responsive Best Practices. LEA teams were asked to develop hypotheses on why their LEA has disproportionality. LEA teams were provided a trained facilitator and guiding materials to document their discussions. By the end of day two all LEA teams were able to begin plans for addressing disproportionality in their LEA.

In the FFY 2007 (SY 07-08) reporting period, 13 LEAs were identified with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification. These 13 LEAs are required to attend the Disproportionality Solutions Summit that is scheduled to be conducted on April 20 and 21, 2009.

- *LEAs identified with disproportionate representation due to inappropriate identification will form a district wide LEAD team to address disproportionality issues. With assistance from the CEL and the Equity Project, the LEAD team will develop a plan for addressing all areas of disproportionate representation due to inappropriate identification.*

Status: The LEAD teams for the 13 LEAs identified with disproportionate representation due to inappropriate identification for the FFY 2007 (SY 07-08) are required to attend the Disproportionality Solutions Summit that is scheduled to be conducted on April 20 and 21, 2009 to develop a plan, for addressing all areas of disproportionate representation due to inappropriate identification. This plan will be the LEAs Corrective Action Plan (CAP) for Indicator 10.

- *Professional development activities and/or technical assistance will be provided statewide:*
 - *Closing Indiana's opportunity gaps (e.g., academic, social, and behavioral) by creating culturally responsive instructional systems.*
 - *Embedding early interventions in the culture of daily practice.*
 - *Utilizing Problem Solving Process to enhance the effectiveness of early intervention teams.*
 - *Designing individualized education programs (IEP) aligned with the general education curriculum to ensure education benefit.*
 - *Ensuring culturally responsive instructional and classroom management practices with all children.*
 - *Ensuring culturally responsive communication/interaction with all families.*
 - *Differentiated instruction in all classrooms.*
 - *Effective use of assessment and progress monitoring tools.*
 - *Understanding language proficiency and academic achievement issues for English Language Learners (ELL) students.*
 - *Continuation and expansion of "Courageous Conversations about Race."*
 - *Continuation of training on inclusive education, multilevel instruction, scheduling, and peer supports.*

Status: The CEL provided regional workshops to educators in Indiana who are utilizing the practice of co-teaching. Emphases for these trainings were placed on:

- 1) Understanding the critical elements for effective collaboration;
- 2) Understanding strategies and models of co-teaching;
- 3) Understanding the language in No Child Left Behind (NCLB) that focuses on co-teaching;
- 4) Understanding the structures and cultures necessary for effective co-teaching;
- 5) Recognizing and utilize effective communication skills;
- 6) Applying conflict resolution strategies;
- 7) Solving problems;
- 8) Managing resistance and building structures; and,
- 9) Supporting collaboration and co-teaching.

The CEL also provided regional workshops on classroom management to Indiana educators. Emphases for these trainings were placed on:

- 1) Developing and using effective classroom rules and procedures;
- 2) Understanding the intersection of engaging instruction and behavioral outcomes;
- 3) Developing a classroom management plan that includes a balanced set of disciplinary interventions;
- 4) Developing a caring and supportive relationship with students and their families;
- 5) Understanding the importance of calm and objective detachment when responding to inappropriate behavior;
- 6) Knowing strategies to diffuse conflict and power struggles; and,
- 7) Examining practices associated with culturally responsive classroom management.

The CEL assisted schools in the development and implementation of integrated systems of tiered prevention and intervention to meet the needs of all students. The CEL trained LEAs on the problem solving process for building based leadership and other teams to reflect on their current practices and develop plans to strengthen their processes. The CEL also led multiple awareness sessions on tiered systems for LEAs across Indiana. All of these impact the understanding of Least Restrictive Environment (LRE) for not only LEAs, but also for children with disabilities and their families.

- *Continue to gather data on disproportionate identification of racial and ethnic groups in special education and disseminate to stake holders through a variety of formats, including the IDOE website.*

Status: The State will continue to gather data on disproportionate identification of racial and ethnic groups in special education. The Equity Project website provides information on disproportionality including current research on disproportionality issues, using data, and addressing disproportionality at the local level. Stakeholders can access disproportionality information through a link on the IDOE home page to The Center for Evaluation and Education Policy

(CEEP)/Equity Project. The information can also be obtained by directly accessing the home page of the Equity Project at:

<http://ceep.indiana.edu/equity/>

Each LEA can directly access their specific data by utilizing their Equity password at:

<http://www.iub.edu/~equity/equity/equityinindiana.php>

- *Revise state guidelines for eligibility determination and services and provide statewide training on appropriate identification of students with disabilities.*

Status: Completed. Indiana's state guidelines were revised and in place as of August 13, 2008. The CEL provided 7 trainings on the revisions of Article 7³⁸ with approximately 1,454 participants.

- *A statewide "Closing the Opportunity Gap" institute will be held each summer or fall each year. Attendance will be open to all LEAs in the State, but will be required for any LEA with significant discrepancy or at-risk of significant discrepancy.*

Status: Not applicable. Timeline for this improvement activity is FFY 2008 (SY 08-09) through FFY 2010 (SY 10-11).

- *Coordinate activities with the Positive Behavior Support (PBS) initiative, a systems approach to effective school-wide management that provides a comprehensive continuum of supports.*

Status: A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments³⁹. This framework for school-wide discipline is commonly referred to as School-wide Positive Behavioral Interventions and Supports (SW-PBIS). Culturally Responsive School-wide Positive Behavioral Interventions and Supports is the application of SW-PBIS in a form that teaches school staff to be more sensitive to the dynamics cultural differences play in the practical application of school discipline and to increase awareness of how discipline practices that are embedded in the culture of the school may be disparate with respect to minority populations. It is imperative that educators understand the presence of disparate disciplinary practices and learn how these practices may be changed to prevent their continued reproduction over time. Activities completed in FFY 2007 (SY 07-08):

1. Train SW-PBIS trainers – five staff members who have been involved in SW-PBIS training for three years as part of the Indiana State Improvement Grant met with the coordinator of the LEAD project of the Equity Project at

³⁸ The Article 7 of the State Board of Education Rules may be found at:
<http://www.doe.in.gov/exceptional/speced/docs/2008-08-06-Article7.pdf>

³⁹ OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports at www.pbis.org. Retrieved August 5, 2008

the Center for Evaluation and Education Policy at Indiana University. A series of training sessions consisting of assigned readings and discussions encompassing cultural awareness and cultural responsiveness in teaching and learning were conducted during the summer of 2007. These sessions were designed to begin the process of building cultural competence in the SW-PBIS trainers and to become familiar with activities related to cultural competence that could be incorporated into a training curriculum.

2. Development of a Culturally Responsive SW-PBIS Training Curriculum – The coordinator of the LEAD project and the SW-PBIS trainers developed a culturally responsive SW-PBIS training curriculum that is based on the SW-PBIS Blueprint developed under the leadership of Dr. Rob Horner, University of Oregon and Dr. George Sugai, University of Connecticut, and the training of Dr. Robert March, Director of Effective Educational Practices in Boulder, CO. Dr. March has been the principal trainer of SW-PBIS in Indiana for the past three years. This curriculum encompass an administrative overview session and four, full day training sessions for school-based teams.
3. Pilot the Culturally Responsive SW-PBIS Training Curriculum - Two elementary schools in Anderson, Indiana were chosen to pilot the culturally responsive SW-PBIS training. These two schools participated in training during the 07-08 school year. As a result of this training and feedback from school staff participating in the training, the curriculum has, and continues to be, revised to better meet the needs of trainers and trainees.
4. Implement Training - A statewide planning symposium was held on November 27, 2007 to further assess state and local needs related to Culturally Responsive SW-PBIS and this session was followed by another session on February 7, 2008. In addition, SW-PBIS trainers and staff from the Equity Project have presented at various state and local functions throughout the year explaining the program and its importance in meeting the needs of all students. At the Indiana Disproportionality Summit held in May, 2008, Culturally Responsive School-wide Positive Behavior Support training was offered to schools as part of their CAP. As a result of these efforts, 37 schools began training in Culturally Responsive School-wide Positive Behavior Support during the 2008-09 school year.

Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

During the summer and fall of 2007, the CEL staff members carefully considered and examined the disproportionate representation of racial and ethnic groups in special education and related services which result from inappropriate identification processes. Due to acknowledged deficiencies within the identification and monitoring processes, significant and meaningful changes were made.

During FFY 2004 (SY 04-05) through FFY 2006 (SY 06-07) the Equity Project worked with the CEL and LEA throughout the State in order to implement local interventions that are designed to reduce the rate of disproportionate representation at the local level. LEAs found to have disproportionate representation of racial and ethnic groups in special education and related services were offered the opportunity to engage in a process termed LEAD in which they conducted a needs assessment, formed an LEA team to review local data, formulate hypotheses, develop interventions, and engage in a continuous data feedback process using local data to evaluate the impact of those interventions. During FFY 2006 (SY 06-07), an evaluation conducted by the Equity Project suggested that the LEAD process was highly effective, resulting in decreases in disproportionate representation of LEAs involved of up to 20%. The LEAD process additionally received a favorable response from LEA staff in a qualitative evaluation. In FFY 2007 (SY 07-08) this process was adapted for use with LEAs ultimately found to have disproportionate representation due to inappropriate identification.

Beginning in FFY 2007 (SY 07-08) LEAs determined to have disproportionate representation of racial and ethnic groups due to inappropriate identification are required to participate in the Disproportionality Solutions Summit and to develop a CAP.

Progress:

Indiana is reporting progress for Indicator 10 of .30%.

FFY	Percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.	
	<u>Actual</u>	<u>Rigorous Target</u>
2006 (SY 06-07)	4.15% (14 out of 337)	0% (0 out of 337)
2007 (SY 07-08)	3.85% (13 out of 338)	0% (0 out of 338)

An analysis of the FFY 2006 (SY 06-07) reporting period based on the FFY 2006 (SY 06-07) and FFY 2005 (SY 05-06) data indicates that 14 LEAs (14 out of 337) had disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. An analysis of the FFY 2007 (SY 07-08) reporting period based on the FFY 2007 (SY 07-08) and FFY 2006 (SY 06-07) data indicates that 13 LEA (13 out of 338) had disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

The review and analysis of the inappropriate identification Self Assessment Survey, local policies, practices and procedures for the 13 LEAs determined to have disproportionality due to inappropriate identification indicates the following:

- Evidence provided was insufficient in describing efforts to ensure school staff is well informed about LEA and building level policy changes and reforms,

especially related to the delivery of services provided to culturally diverse students;

- Evidence provided to support the participation of parents in school activities and meetings were insufficient;
- Evidence provided was insufficient in describing culturally related content and research based assessment strategies as well as implementation of prereferral interventions to assist struggling students;
- Evidence provided describing LEA's approaches to measuring student progress were insufficient; and,
- Evidence provided on efforts to inform LEA staff about the influence of culture on student behavior is insufficient. Only limited examples on how the LEA is knowledgeable about different cultural practices that may affect student behavior were provided.

Per the Indiana Part B FFY 2006 SPP/APR Response Table for Indicator 10:

1. The State must submit revised baseline data for FFY 2006 based on a complete analysis of the data from FFY 2005 and FFY 2006.

Status: An analysis of the FFY 2006 (SY 06-07) reporting period based on the FFY 2006 (SY 06-07) and FFY 2005 (SY 05-06) data indicates the 14 LEAs (14 out of 337) had disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

The revised baseline data of 4.15% (14 out of 337) has been specified in the revised Indiana Part B SPP dated February 2, 2009 under Indicator 10, Baseline Data for FFY 2005 (SY 06-07) section.

2. The State must review its improvement activities and revise them if appropriate to ensure they will enable the State to demonstrate in FFY 2007, due February 2, 2009 that it has in effect policies, procedures and practices as required by 34 CRF §300.173 and that the LEAs identified in FFY 2006 as having disproportionate representation of racial or ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements of 34 CRF §300.111, 300.201 and 300.301 through 300.311.

Status: Indiana reviewed the improvement activities that were modified and revised in the Part B SPP for 2005-2010 that was updated February 1, 2008 and revised April 14, 2008 and the Part B Annual Performance Plan that was update February 1, 2008 and revised April 14, 2008. The State determined the only additional revisions necessary was to discontinue the improvement activities pertaining to "significant discrepancy" which pertains to Indicator 4, not Indicator 10 and to modify the improvement activity regarding the disproportionality institute (see revisions to Improvement Activities below).

Seven of the 14 LEAs for the FFY 2006 (SY 06-07) reporting period were notified on May 16, 2008 of the finding of noncompliance and have until May 16, 2009 to correct.

The remaining seven LEAs were notified on July 1, 2008 of the finding of noncompliance and have until July 1, 2009 to make the correction. The 14 LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification established Corrective Action Plans to ensure compliance with the requirements of 34 CFR §300.111, 300.201 and 300.301 through 300.311.

Based upon the analysis of the FFY 2008 (SY 08-09) data, four LEAs have corrected the FFY 2006 (SY 06-07) finding of noncompliance within one year of notification as of February 1, 2009. The four LEAs were notified of the correction of noncompliance on December 12, 2009. Seven of the remaining 10 LEAs have until May 16, 2009 to correct the noncompliance and the remaining three LEAs have until July 1, 2009 to correct the noncompliance.

Date Notified of FFY 2006 (SY 06-07) Finding	Number of Findings	Number Notified of Corrected Noncompliance as of February 1, 2009
May 16, 2008	7	0
July 1, 2008	7	4
TOTAL	14	4

The FFY 2007 (SY 07-08) reporting period, based on the FFY 2007 (SY 07-08) and FFY 2006 (SY 06-07) data indicated that 26 LEAs presented the statistical criteria of disproportionality. The 26 LEAs were notified of the preliminary determination of disproportionate representation on October 8, 2008 and were requested to complete the Disproportionate Representation Self Assessment Survey. The surveys were completed and submitted to the CEL by October 30, 2008. Based upon the analysis of the self assessment and review of policies, procedures and guidelines, 13 LEAs were identified in the FFY 2007 (SY 07-08) reporting period, with disproportionate representation of racial and ethnic groups in specific disability categories that were the result of inappropriate identification. The 13 LEAs were notified on December 12, 2009 of the noncompliance and that it is to be corrected as soon as possible, and in no case more than one year after the State's identification.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 07-08):

Revisions to Proposed Targets/Timelines/Resource:

There are no revisions.

Revisions to Improvement Activities:

Indicator 10 addresses disproportionate representation due to inappropriate identification. To help reduce the confusion between disproportionate representation, significant disproportionality and significant discrepancy the State has made the following revisions:

1. The improvement activity pertaining to significant discrepancy will be discontinued as an Indicator 10 improvement activity; however it will continue to be one of the improvement activities within Indicator 4.

Improvement Activity	Timelines	Resources
A statewide "Closing the Opportunity Gap" institute will be held each summer or fall each year. Attendance will be open to all LEAs in the State, but will be required for any LEA with significant discrepancy or at-risk of significant discrepancy.	FFY 2008 (SY 08-09) through FFY 2010 (SY 10-11) <i>Discontinued FFY 2007 (SY 07-08)</i>	The CEL and the Equity Project personnel, the NCRRC.

2. The improvement activity pertaining to significant disproportionality will be discontinued as an Indicator 10 improvement activity; however it will continue to be one of the required activities for LEAs determined to have significant disproportionality.

Improvement Activity	Timelines	Resources
LEAs identified with significant disproportionality will attend a three day intensive institute on addressing disproportionality to be held in the spring. (In future years, the intensive institute will also include LEAs with disproportionate representation due to inappropriate identification).	May 2008 <i>Discontinued FFY 2007 (SY 07-08)</i>	The CEL, the Equity Project personnel, the NCRRC.

The modified improvement activity will state:

Improvement Activity	Timelines	Resources
LEAs identified with disproportionate representation due to inappropriate identification will attend an intensive institute on addressing disproportionality to be held in the spring.	FFY 2008 (SY 08-09) through FFY 2010 (SY 10-11)	The CEL, the Equity Project personnel, the NCRRC.

The Indiana Part B SPP revised February 2, 2009 has been modified under Indicator 10, Improvement Activities to reflect these changes.

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.
3. Please see the last section of the "Discussion of improvement activities completed" for Indiana's Response to the Part B FFY 2006 SPP/APR Response Table for this indicator:
 - OSEP could not determine whether noncompliance identified in FFY 2005 regarding the secondary transition requirements in 34 CFR 300.320(b) was corrected in a timely manner. The State must demonstrate, in the FFY 2007 APR, due February 2, 2009 that this noncompliance was corrected in a timely manner, or if not corrected in a timely manner, when the noncompliance was corrected.
 - The State must review its improvement activities and revise them, if appropriate, to ensure they will enable the State to provide data in the FFY 2007 APR, due February 2, 2009, demonstrating that the State is in compliance with the requirements in 34 CFR §300.301(c)(1), including reporting correction of the noncompliance identified in FFY 2005 and FFY 2006 APRs.

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).
[20 U.S.C. 1416(a)(3)(B)]

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays. Percent = [(b + c) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	100% of all referrals are processed within the prescribed state timeline.

Actual Target Data for FFY 2007 (SY 07-08):

As of FFY 2007 (SY 07-08), the data for this indicator is collected through the Center for Exceptional Learners (CEL) using a grant project called the Computerized Data Project (CODA)⁴⁰. For special education purposes, each local educational agency (LEA) in Indiana is either a single planning district or part of a special education cooperative. All planning districts must use the CODA Project to submit child count data for state and federal funding purposes. Currently, this data is collected in a static manner, meaning the data must be entered manually to a site by a centralized data entry person at the LEA level. This is opposed to live or realtime data collection methods where the data is continually changing, updated, and fluid. Local directors of special education are instructed to have the assessment and referral information updated by August 1 of each calendar year to ensure it is ready for the annual collection process initiated by the CODA Project staff. The CODA Project staff harvest the data from a centralized location within each special education planning district and extrapolate the evaluation data from July 1 to June 30 of the respective calendar year. An analysis of the data collected for FFY 2007 (SY 07-08) ensues and the numbers are analyzed and reported out in the section which follows.

The federal formula for this indicator is $[(b) + (c)] \div a \times 100$.

$$7,990 + 24,971 / 37,586 \times 100 = 87.7\%$$

Indicator 11 Data FFY 2007 (SY 07-08)

Total Number of Initial Referrals	37,586 (a)	
Total Number of Initial Referrals: Student Found Ineligible Within Required Timeline	7,990 (b)	
Total Number of Referrals: Student Found Eligible Within Required Timeline	24,971 (c)	
Compliance With Required Timeline [(b+c)/a]	32,961	87.7%

⁴⁰ CODA is the data collection system for special education funding and is used for the approved federally required 618 report. <http://www.thecodaproject.org>

Range of Days for Initial Evaluations Outside Required Timeline:		
Total Number of Referrals: Student Found Eligible; Noncompliance With Required Timeline	3,017	
Total Number of Referrals: Student Found Ineligible; Noncompliance with Required Timeline	1,608	
Completed (eligible and ineligible) but not in compliance	4,625	12.3%
The Number and Range of Days of Initial Evaluations Outside Required Timeline		
1-5 Instructional Days	1,326	
6-10 Instructional Days	780	
11-15 Instructional Days	556	
16 + Instructional Days	1,977	

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08)

Overall progress for this indicator has improved by 1.8% since FFY 2006 (SY 06-07). CODA Project report data.

FFY	Indicator 11 Percentage
FFY 2007 (SY 07-08)	87.7%
FFY 2006 (SY 06-07)	85.9%
FFY 2005 (SY 05-06)	85.0%

Per the Indiana Part B FFY 2006 SPP/APR Response Table, the OSEP made the following declaration:

The OSEP could not determine whether noncompliance identified in FFY 2005 regarding the timely evaluation requirements in 34 CFR §300.301(c)(1) was corrected in a timely manner. The State must demonstrate in the FFY 2007 APR, due February 2, 2009, that this noncompliance was corrected in a timely manner, or if not corrected in a timely manner, when the noncompliance was corrected.

The State must review its improvement activities and revise them, if appropriate, to ensure they will enable the State to provide data in the FFY 2007 APR, due February 2, 2009, demonstrating that the State is in compliance with the requirements in 34 CFR

§300.301(c)(1), including reporting correction of the noncompliance identified in FFY 2005 and FFY 2006 APRs.

Indiana Response: During FFY 2006 (SY 06-07), the CEL experienced a substantial shifting of staff and personnel as a result of the development and transition of the updated Continuous Focused Improvement Monitoring System (CIFMS) process. Therefore there was limited analysis done prior to the submission of FFY 2006 (SY 06-07) APR submitted on February 1, 2008. In a thorough search through files maintained by the CEL, there was no documentation that official letters were ever sent to an LEA found to be out of compliance for FFY 2005 (SY 05-06) or any documentation that formalized responses for noncompliance were submitted. During FFY 2006 (SY 06-07), the documented feedback provided to the LEAs was through the local directors of special education, who were informed of the OSEP's dissatisfaction with the current monitoring process. The local directors were informed that major changes would be forthcoming.

This topic has been reviewed regularly with our federal contacts through phone conversations and during the on-site monitoring visit in October, 2008. Indiana did not make findings of noncompliance for FFY 2005 (SY 05-06). The FFY 2005 (SY 05-06) data was taken into consideration when findings were made on May 16, 2008 for FFY 2006 (SY 06-07) and when determinations were made on October 20, 2008. The noncompliance is to be corrected as soon as possible, and in no case more than one year after the State's identification. During April/May of 2009 verification of compliance will be completed by the CEL.

The CEL issued official letters of findings to LEAs who were deemed to be out of compliance on this indicator. Those official letters of findings of noncompliance were sent out to each LEA on May 16, 2008 and July 1, 2008. This noncompliance is to be corrected as soon as possible, but in no case more than one year after the State's identification. The State has verified compliance for 39 LEAs related to finding issued for FFY 2006 (SY 06-07) by evaluating CODA project data reports. The State has also sent out official letters of findings of noncompliance for FY 2007 (SY 07-08). These letters were sent to LEAs on December 12, 2008.

A complete break down of the number of LEAs who were notified and have since corrected the issue of noncompliance is as follows:

FFY 2006 (SY 06-07) Findings May 16, 2008 and July 1, 2008	Corrected Noncompliance as of December 12, 2008	FFY 2007 (SY 07-08) Findings December 12, 2008	Number with Noncompliance Outstanding
303	39	12	276

The CEL continues to work directly with the LEAs related to the 276 remaining findings in order to ensure the State can verify compliance within the one year timeline for the LEAs.

As a result of our ongoing consultation and TA from the DAC and the NCRRC the IDOE has made significant strides in the changes to how Indicator 11 is monitored. On May 16, 2008 each LEA whose data was less than 95 percent compliant on this indicator was required to submit a CAP to address the deficiencies noted. As part of our focused effort to ensure that all LEAs in the State are monitored in an equitably diligent manner; the IDOE chose to hold the Indiana Department of Correction (DOC), Indiana School for the Blind and Visually Impaired (ISBVI), and Indiana School for the Deaf (ISD) to the timelines for educational reevaluations in the same manner as initial evaluations. These three entities do not conduct initial educational evaluations, but are responsible for conducting reevaluations for the students they serve. Failure to implement this modified Indicator 11 requirement for these entities would result in some (e.g., the DOC) who would not be held to any of the required results indicators monitored by the State, i.e., they do not serve early childhood students. For FFY 2006 (SY 06-07) the ISD and the DOC were required to submit a Corrective Action Plan (CAP) designed to bring about compliance on reevaluations they conducted. The ISD has since corrected that noncompliance. The ISBVI was not found out of compliance for either FFY 2006 (SY 06-07) or FFY 2007 (SY 07-08). If we add these three state supported schools into the data for Indicator 11 the following results are evident:

FFY 2006 (SY 06-07) Findings May 16, 2008 and July 1, 2008	Corrected Noncompliance as of December 12, 2008	FFY 2007 (SY 07-08) Findings December 12, 2008	Number of LEAs with Outstanding Noncompliance
305	40	12	277

In review of the CAPs received by the CEL there are several prevailing themes that arose as the reason(s) the LEA believed caused the issue of noncompliance for this indicator. The more prevalent themes were:

- Failing to schedule the case conference committee meeting (CCC) early in the process;
- Having to reschedule the CCC meeting due to a particular multidisciplinary team member not having completed their portion of the educational evaluation;
- Multidisciplinary team members picking or choosing which evaluation to conduct next rather than taking the students in the order for which parental permission was obtained;
- Maternity or other long-term leaves for school psychological staff; and,
- Inability to recruit and hire qualified staff.

To help solve these issues LEAs have begun scheduling CCC meetings at the time parental consent for the educational evaluation is obtained, assigning and monitoring

the actual occurrence of the evaluations on a weekly basis, enforcing a shorter timeline for educational evaluations than actually provided for in the State law, and developing internship partnerships with local institutions of higher education who train school psychological personnel. For those LEAs who have been released from the FFY 2006 (SY 06-07) findings these improvement activities have proven to be successful.

The CEL will continue to monitor LEAs who have been released as well as those who have not had a finding for Indicator 11 to ensure that full compliance on this indicator is obtained.

Improvement Activity

LEAs identified as not meeting the required timeline for completing educational assessments will be required to develop a CAP for ensuring compliance.

Discussion of Improvement Activity

Activity	Timelines	Resources
LEAs identified as not meeting the required timeline for completing educational assessments will be required to develop a CAP for ensuring compliance.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The CEL and other grant activities sponsored by the CEL.
<p>Discussion: All LEAs that received a score of less than 95% related to Indicator 11 for both FY 2006 (SY 06-07) and FY 2007 (SY 07-08) have been required to complete a CAP for this Indicator. Information that must be within the CAP are:</p> <ul style="list-style-type: none"> • Define the problem; • Analyze the problem; • Determine what to do; • Implement plan with fidelity; and, • Evaluate the plan. <p>The CEL CAP templates can be located at: http://www.doe.in.gov/exceptional/speced/monitoring-1.html The CEL team works regularly with each affected LEA to monitor their progress and provide TA.</p>		

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 2007-2008)

There are no revisions.

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCR RC's Regional Meetings on General Supervision.
3. Please see the last section of the "Discussion of Improvement Activities Completed" for Indiana's Response to the Part B FFY 2006 SPP/APR Response Table for this Indicator:
 - The State's FFY 2006 reported data for this indicator was 93.4%. However, these data are not valid or reliable because, as reported by the State, the current data collection method does not enable the State to determine the date on which by the child's third birthday. The State indicated that its data system changes will services are to start thereby ensuring that an IEP is developed and implemented result in valid and reliable data in the FFY 2007 APR. Therefore, the Office of Special Education Programs (OSEP) could not determine whether there was progress or slippage or whether the State met its target.
 - The OSEP could not determine whether noncompliance identified in FFY 2005 regarding the early childhood transition requirements in 34 CFR §300.124(b) was corrected in a timely manner. The State must demonstrate, in the FFY 2007 APR, due February 2, 2009, that this noncompliance was corrected in a timely manner, or if not corrected in a timely manner, when the noncompliance was corrected.
 - The State must provide valid and reliable data for this indicator in its FFY 2007 APR, due February 2, 2009.
 - The State must review its improvement activities and revise them, if appropriate, to ensure they will enable the State to provide data in the FFY 2007 APR, due February 2, 2009, demonstrating that the State is in compliance with the requirements of 34 CFR §300.124(b), including reporting correction of the noncompliance identified in the FFY 2006 (SY 06-07) APR.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an individualized education program (IEP) developed and implemented by their third birthdays.

[20 U.S.C. 1416(a)(3)(B)]

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

$$\text{Percent} = [(c) \div (a - b - d)] \times 100$$

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	100% of children referred by Part C prior to age 3, who are found eligible for Part B have an IEP developed and implemented by their third birthday.

Actual Target Data for FFY 2007 (SY 07-08):

(a) # of children who have been served in Part C and referred to Part B for eligibility determination.	3218
(b) # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.	315
(c) # of those found eligible who have an IEP developed and implemented by their third birthdays.	2342
(d) # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.	348
# of children included in a but not included in b, c or d	213
Percent = $c \div (a - b - d) \times 100$ $2,342 \div (3,218 - 315 - 348) = .917$	91.7%

Indiana Part B FFY 2006 SPP/APR Response Table, Part 1:

- The State's FFY 2006 reported data for this indicator was 93.4%. However, these data are not valid or reliable because, as reported by the State, the current data collection method does not enable the State to determine the date on which services are to start thereby ensuring that an IEP is developed and implemented by the child's third birthday. The State indicated that its data system changes will result in valid and reliable data in the FFY 2007 APR. Therefore, OSEP could not determine whether there was progress or slippage or whether the State met its target.
- The State must provide valid and reliable data for this indicator in its FFY 2007 APR, due February 2, 2009.

Indiana's Response to the Part B FFY 2006 SPP/APR Response Table:

Indiana's FFY 2006 (SY 06-07) reported data for this indicator was 93.4%. However, these data were not valid or reliable because the reported data collection method did not enable Indiana to determine the date on which services began, thereby Indiana could not ensure that an IEP was developed and implemented by the child's third birthday. Indiana made revisions to its data fields in the Computerized Data Project (CODA)⁴¹ during FFY 2007 (SY 07-08) and now collects the date on which the services began. The change was made while data was being collected for FFY 2007 (SY 07-08), and therefore the change is not reflected in the data above. During FFY 2007 (SY 07-08) Indiana collected the dates on which the IEP was developed and whether or not the services agreed upon in the IEP began on or before the students third birthday for all data collected. This was collected through a yes/no response from each local educational agency (LEA). However, this method by which Indiana determined whether a student received services by his or her third birthday did not satisfy the requirements for data collection. Indiana will report in the FFY 2008 (SY 08-09) APR, to be submitted February 1, 2010, the data regarding the date on which the IEP was developed and the date services began for each individual student.

Measurement Criteria Continued:

The data reflects that there were 137 eligible children who did not receive a free appropriate public education (FAPE) by age three in Indiana. The data indicates that 93 children of 137 children did not receive a FAPE due to school failure. The range of days for the 93 children who did not receive a FAPE due to school failure ranged from one day to 143 days. There were 43 children who did not receive a FAPE due to First Steps⁴² service coordinators not appropriately referring children who had been in First Steps for at least three months. The range of days for children late due to First Steps

⁴¹ CODA is the data collection system for special education funding and is used for the approved federally required 618 report. <http://www.thecodaproject.org>

⁴² Indiana's First Steps System is a family-centered, locally-based, coordinated system that provides early intervention services to infants and young children with disabilities or who are developmentally vulnerable. (Part C to Part B.)

was one day to 117 days. The data regarding First Steps was provided by the First Steps system.

There were 58 (23%) of Indiana's 257 LEAs that Indicator 12 is applicable to that had at least one instance of failure to provide a FAPE by the child's third birthday due to nonimplementation of an IEP prior to the child's third birthday. Eighty-two LEAs did not have students that transitioned from Part C to Part B. A summary of reasons for delays were as follows:

- There were 14 children with summer birthdays who did not receive a FAPE because the LEA did not conduct the evaluation in the spring when staff were available to do the evaluation and convene the case conference committee (CCC) meeting to make eligibility determinations, develop an IEP that considers the need for extended school year (ESY) services and, if no ESY services are necessary, implement the IEP at the beginning of the school year.
- There were seven children who did not receive a FAPE because the LEA held the CCC meeting on the child's third birthday. The LEAs were misinterpreting the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) mandated transition requirements to have the IEP developed and implemented by the child's third birthday.
- There was one child who did not receive a FAPE because the LEA incorrectly utilized Indiana's 60 instructional day evaluation timeline rather than the third birthday timeline.
- There were 32 children who did not receive a FAPE due to school failures such as a backlog in evaluations, difficulty with scheduling for timely evaluations or case conferences due to staff conflicts or services were not implemented by third birthday when children's birthdays fell on holidays or on days when school had weather-related closings.
- There were three children who did not receive a FAPE by their third birthday because the CCC determined that additional evaluation beyond the student's third birthday was needed before services were to be implemented.
- There were six children who did not receive a FAPE by their third birthday because, while an IEP was developed and ready to be implemented, the school failed to provide the services agreed upon.
- There were 30 children who did not receive a FAPE by their third birthday without providing a reason or justification for the failure other than a general failure to meet the requirements of IDEA 2004.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):Indiana Part B FFY 2006 SPP/APR Response Table, OSEP Analysis/Next Steps:

- The State's FFY 2006 reported data for this indicator was 93.4%. However, these data are not valid or reliable because, as reported by the State, the current data collection method does not enable the State to determine the date on which services are to start thereby ensuring that an IEP is developed and implemented by the child's third birthday. The State indicated that its data system changes will result in valid and reliable data in the FFY 2007 APR. Therefore, OSEP could not determine whether there was progress or slippage or whether the State met its target.
- The State must provide valid and reliable data for this indicator in its FFY 2007 APR, due February 2, 2009.

Indiana's explanation of data collection for FFY 2007 (SY 07-08) is stated above.

- The State must review its improvement activities and revise them, if appropriate, to ensure they will enable the State to provide data in the FFY 2007 APR, due February 2, 2009, demonstrating that the State is in compliance with the requirements in 34 CFR §300.124(b), including reporting correction of the noncompliance identified in the FFY 2006 (SY 06-07) APR.
- OSEP could not determine whether noncompliance identified in FFY 2005 regarding the early childhood transition requirements in 34 CFR §300.124(b) was corrected in a timely manner. The State must demonstrate, in the FFY 2007 APR, due February 2, 2009, that this noncompliance was corrected in a timely manner, or if not corrected in a timely manner, when the noncompliance was corrected.

Indiana's explanation of findings of noncompliance and timely correction of noncompliance for FFY 2007 (SY 07-08) may be found under the section entitled "Analysis of Findings" below.

Discussion of Improvement Activities:

FFY 2007 (SY 07-08)	a. Fall/spring Early Childhood Coordinator Conference. b. Presentation at the Indiana Council of Administrators of Special Education (ICASE) spring/fall Conferences. c. Continue funding the Indiana's Transition Initiative for Young Children and Their Families ⁴³ (Transition Initiative).
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⁴³ The transition website is found at: www.indianatransition.org.

	d. Training for transition partners through the Transition Initiative. e. Continuous Improvement Focused Monitoring System (CIFMS). f. Indiana updated its data collection methods to gather the date services began for students transitioning from Part C to Part B.
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Improvement activity completed and ongoing (a and b):

The Center for Exceptional Learners (CEL) provided financial support to conduct semi-annual fall and spring Early Childhood Coordinators' Conferences. The purpose of the conferences is for participants to gain knowledge of current requirements and state goals and initiatives, increase the knowledge and use of successful evidence-based early childhood practices, and provide networking and sharing opportunities. The CEL Early Childhood Coordinator provided participants with state data regarding Indicator 6, Indicator 7, and Indicator 12. Early childhood administrators in LEAs that achieved 100% compliance on implementing IEPs by the student's third birthday received a certificate of recognition. Early childhood administrators discussed noncompliance and shared strategies that work to correct noncompliance. The fall and spring conferences occurred in FFY 2007 (SY 06-07) and are an ongoing improvement activity.

Improvement activity completed and ongoing (c and d):

The Transition Initiative continues to work in improving transition experiences for children from birth through grade three. Leadership is provided by the State Transition Team that is composed of members that represent parents and state level agencies and programs involved in transition from one environment to another. The Transition Initiative provides information, resources, training, and facilitation support to local community transition teams to help community teams provide a smooth and effective transition. Current research shows that to accomplish smooth and effective transitions a communitywide transition system is necessary. Success relies on a collaborative interagency team that develops administrative support systems, prepares staff, involves families, and prepares children for transition.

A summary of the activities that supported improved transition experiences completed in FFY 2007 (SY 07-08) include:

- Nine regional transition summits took place between September 2007 and March 2008. Indiana's State Transition Coordinator and State Transition Team panel presented updates on policy and procedures, information on State projects and initiatives, with a question and answer period to share issues and concerns. Presentation included: Transition Initiative website and resources, McKinney-Vento, First Steps, Head Start, the CEL, the Indiana Department of Education (IDOE) Ready Schools, Child Care Resource and Referral and the Department of Health's Children Special Health Care Services. 345 educational representatives were in attendance, of which 239 completed evaluations. Of those completing evaluations, there were 32 public school representatives, 144 First Steps representatives, and 30 Head Start representatives.

- A 36-page report on questions and answers from the nine regional transition summits was published and posted to the transition website as a tool for TA.
- Written transition products were provided to all Indiana counties, First Steps clusters, LEAs, and Head Start/Early Head Start programs along with other community partners serving young children.
- Launched a new product, *The Years Before Kindergarten*, a picture book to prepare children turning three about to transition into the next learning experience/setting.
- Reviewed Indiana's Early Intervention Program core training transition module and family transition training.
- There were 14 community teams representing 59 counties that continued to partner with Indiana's Transition Initiative to improve communitywide transition systems for young children and families.
- There were 71 local interagency memorandums of agreement (MOAs) received by the State Transition Coordinator and regional staff which were posted to the transition website for easy access by team member, families and interested community partners.
- There were eight new products developed to support the transition process and five procedures updated as a result of local and/or legislative changes.
- Team training/meeting facilitation was provided to 14 community transition teams covering 59 counties and 54 events. Approximately 516 attendees completing evaluations represented Head Start, Early Head Start, First Steps, LEAs, child care and other early childhood providers participated.
- Evaluations collected from team training/meeting facilitation included questions for participants on what type of assistance they have requested from the Transition Initiative or resources they have requested since their last meeting.
- The types of assistance received for this period as reported by those completing evaluations include: training (52), facilitation (217), technical assistance (11), website assistance (72), transition information (44), MOA review (48), transition local learning opportunity funds (35) and other (8).
- The transition website served as a means of disseminating information to those interested in transition such as team members, professionals, and families. There were 64,179 requests for website information during the reporting period.

- The State Transition Coordinator and regional staff assisted the CEL and First Steps in meeting federal transition requirements during the FFY 2007 (SY 07-08) APR period by providing technical assistance to 19 local transition teams specifically on improving transition for children exiting First Steps to Part B's early childhood special education to ensure that transition requirements in both Part C and Part B are in compliance.

The Transition Initiative will continue to assist the CEL with the transition improvement activities specified in the SPP and APR.

Improvement activity (e):

After the Office of Special Education Programs (OSEP) verification visit to Indiana in August 2006 and the subsequent U.S. Department of Education (US DOE)⁴⁴ Determination Letter on State Implementation of the IDEA 2004, it was determined that the CIFMS was inadequate to address LEA deficiencies, including Indicator 12, to ensure that noncompliance was corrected as soon as possible, but in no case later than 12 months. Significant changes have been made to the CIFMS.

Improvement Activity Completed and Ongoing (f):

As noted above, Indiana's FFY 2006 (SY 06-07) reported data for this indicator was 93.4%. However, these data were not valid or reliable because the reported data collection method did not enable Indiana to determine the date on which services began, thereby Indiana could not ensure that an IEP was developed and implemented by the child's third birthday. Indiana made revisions to its data fields in the CODA Project during FFY 2007 (SY 07-08) and now collects the date on which the services began. The change was made while data was being collected for FFY 2007 (SY 07-08), and therefore the changes are not reflected in the data above. During FFY 2007 (SY 07-08) Indiana collected the dates on which the IEP was developed and whether or not the services agreed upon in the IEP began on or before the students third birthday for all data collected. The data was collected through a yes/no response from each LEA. However, the method by which Indiana determined whether a student received services by his or her third birthday did not satisfy the requirements for data collection. Indiana will report in the FFY 2008 (SY 08-09) APR, to be submitted February 1, 2010; the data regarding the date in which the IEP was developed and also the date services began for each individual student.

Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

Data Progress and Slippage toward Target:

The FFY 2007 (SY 07-08) data indicates that 91.7% of children who exited from Part C received a FAPE by their third birthday as compared to 93.4% as reported in the FFY

⁴⁴ United States Department of Education url:
<http://www.ed.gov/policy/elsec/guid/hsgrguidance.pdf>

2006 (SY 07-08) APR. This represents a slippage of 1.7%. The slippage resulted because Indiana verified the reasons children were being categorized by LEAs as an exception under 34 CFR §300.301(d). Indiana has modified how it categorized students whose status could not be identified at the time of the Child Count.

The summary of reasons why LEAs reported third birthday delays indicates that the CEL has not reached the target of 100% because of four main reasons:

- Some LEAs did not meet their obligation to complete the evaluation and convene the CCC meeting prior to the third birthday of children with summer birthdays. The initial evaluation and the CCC meeting did not occur during the spring when school personnel were available for those schools that do not evaluate and conduct CCC meetings during the summer months. Some schools misidentified themselves as noncompliant after the CCC met and, determining ESY was not needed, waited until the beginning of the school year to start services. This issue will be automatically resolved by the revisions to the data collection noted above.
- There were LEAs that waited until dates that fell too close to the child's third birthday to begin scheduling evaluation appointments, convening the CCC meeting and implementing the IEP. By waiting too long, LEAs did not allow for scheduling conflicts or cancellations due to family emergencies, illness, holidays, or weather conditions. Therefore, LEAs did not meet their obligation to implement services by the child's third birthday. This issue identifies the need to revise policies and procedure to initiate services well before the child's third birthday instead of waiting until a few days before the child turns three.
- There were LEAs that reported back logs and staff scheduling conflicts. There were also LEAs that were unable to retain adequate school personnel for evaluations. This issue reveals that LEAs will need to establish new policies and procedures and revise evaluation systems and develop contingency plans to correct deficiencies.
- There were LEAs that failed to provide a FAPE by third birthday but did not report reasons for delays to the CODA Project or simply had no valid excuse for their failure. This issue evidences a need to train CCC participants to provide the better information to the staff member responsible for data entry. There must be a local process to sample data for accuracy and completeness and a state system for providing timely feedback when errors are discovered.

Analysis of Findings

The data reported in this indicator includes statewide data from LEAs that provide special education and related services to preschool children with disabilities. Data was obtained through the CODA Project through the December 1, 2007 Child Count. The data was not obtained through sampling. The results from 58 LEAs (23%) that did not provide a FAPE by age 3 were as the follows:

Overview of LEAs Determined Noncompliant and Number of Children Who Did Not Receive FAPE by Third Birthday	
# of LEAs (n=294)	# Children
28	1
13	2
9	3
1	4
1	5
12	6
1	7
1	8
1	9
0	10
1	11
0	>11
58 Total LEAs	56 Total Children

Indiana Part B FFY 2006 SPP/APR Response Table, Part 2:

- The State must review its improvement activities and revise them, if appropriate, to ensure they will enable the State to provide data in the FFY 2007 APR, due February 2, 2009, demonstrating that the State is in compliance with the requirements in 34 CFR §300.124(b), including reporting correction of the noncompliance identified in the FFY 2006 (SY 06-07) APR.
- OSEP could not determine whether noncompliance identified in FFY 2005 regarding the early childhood transition requirements in 34 CFR §300.124(b) was corrected in a timely manner. The State must demonstrate, in the FFY 2007 APR, due February 2, 2009, that this noncompliance was corrected in a timely manner, or if not corrected in a timely manner, when the noncompliance was corrected.

Indiana's Response to the Part B FFY 2006 SPP/APR Response Table:

During FFY 2006 (SY 06-07), the CEL experienced a substantial shifting of staff and personnel as a result of the development and transition of the updated CIFMS process. Therefore there was limited analysis done prior to the submission of FFY 2006 (SY 06-07) APR submitted on February 1, 2008. In a thorough search through files maintained by the CEL, there was no documentation that official letters were ever sent to an LEA found to be out of compliance for FFY 2005 (SY 05-06) or any documentation that formalized responses for noncompliance were submitted. During FFY 2006 (SY 06-07), the documented feedback provided to the LEAs was through the local directors of special education, who were informed of the OSEP's dissatisfaction with the current

monitoring process. The local directors were informed that major changes would be forthcoming.

This topic has been reviewed regularly with our federal contacts through telephone conversations and during the on-site monitoring visit in October 2008. Indiana did not make findings of noncompliance for FFY 2005 (SY 05-06). The FFY 2005 (SY 05-06) data was taken into consideration when findings were made on May 16, 2008 for FFY 2006 (SY 06-07) and when determinations were made on October 20, 2008. The noncompliance is to be corrected as soon as possible, and in no case more than one year after the State's identification. During April/May of 2009 verification of compliance will be completed by the CEL.

Seventy findings were made based on FFY 2006 (SY 06-07) data. The LEAs were instructed to correct the noncompliance, as soon as possible, but in no case later than twelve months from the date of the notification of noncompliance. All LEAs that had indicator data less than 95% compliant were required to complete a Corrective Action Plan (CAP) using the same template described in Indicator 11⁴⁵. An analysis of LEAs that were found out of compliance indicates that 39 LEAs (56%) have corrected their noncompliance prior to the submission of this APR. The CEL will verify correction of noncompliance during April/May of 2009.

Data Verification and Assurance of Data Accuracy in FFY 2007 (SY 07-08)

The following mechanisms were in place for assuring data accuracy and data verification:

- Once reports are provided to the CEL by the CODA Project, an analysis of the data is completed. The CEL publishes an annual statistical report that provides aggregated statewide data from each December 1 Child Count. The report is provided to all special education directors and is made available to the public on the CEL website. Transition data is provided to early childhood coordinators at the Spring Early Childhood Administrators' Conference. The CEL Early Childhood Coordinator stresses compliance requirements, provides reports of problem areas, and discusses areas of noncompliance.
- The CEL and the First Steps program share data from each system to verify and correct violations regarding participation at transition meetings. A member of the First Steps program and a member of the CEL review data from each system to look for inconsistencies. If issues are found with information showing a lack of transition conferences, the names of the First Steps service coordinators are shared for follow-up purposes. Each agency utilizes the data to reconcile differences and inform local First Steps service coordinators and school corporations of discrepancies in order to improve communication at the local level and help improve accuracy of the data.

⁴⁵ The Indicator 11 CAP template may be found at:
<http://www.doe.in.gov/exceptional/speced/monitoring-1.html>

**Revisions, with Justification, to Proposed Targets / Improvement Activities /
Timelines / Resources for FFY 2007 (SY 07-08):**

Revisions to Improvement Activities/Timelines/Resources

There are no revisions.

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.
3. Please see the last section of the "Discussion of improvement activities completed" for Indiana's Response to the Part B FFY 2006 SPP/APR Response Table for this indicator:
 - OSEP could not determine whether noncompliance identified in FFY 2005 regarding the secondary transition requirements in 34 CFR 300.320(b) was corrected in a timely manner. The State must demonstrate, in the FFY 2007 APR, due February 2, 2009 that this noncompliance was corrected in a timely manner, or if not corrected in a timely manner, when the non compliance was corrected.
 - The State must review its improvement activities and revise them, if appropriate, to ensure they will enable the State to demonstrate in the FFY 2007 APR, due February 2, 2009, that the State is in compliance with the secondary transition requirements in 34 CFR 300.320(b), including reporting of correction of the noncompliance identified in the FFY 2006 APR.

Monitoring Priority: Effective General Supervision Part B / Effective transition

Indicator 13: Percent of youth aged 16 and above with an Individualized Education Program (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

NOTE: Article 7⁴⁶ states transition from school to adult life will begin at age 14 or grade 9 (or earlier, if the CCC determines appropriate). A Transition IEP must be in effect when the student turns 14 years of age or enters grade 9, whichever occurs first. Therefore, for purposes of this report the indicator will read:

⁴⁶ The Article 7 of the State Board of Education Rules may be found at:
<http://www.doe.in.gov/exceptional/speced/docs/2008-08-06-Article7.pdf>

Indicator 13: Percent of youth **aged 14** and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Measurement: Percent = [(# of youth with disabilities **aged 14** and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP **age 14** and above)] times 100.

FFY	Measurable and Rigorous Target
FFY 2007 (SY 07-08)	100% of IEPs for students with disabilities aged 14 and above include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Actual Target Data for FFY 2007 (SY 07-08):

1. The overall percent of youth **aged 14** and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

AGE	NUMBER OF STUDENTS ⁴⁷
14	12,713
15	12,446
16	12,305
17	10,988
18	6,751
19	1,672
20	462
21	233
TOTAL	57,570

Indiana had 57,570 students with an IEP 14 years of age or older for the reporting year. File reviews were completed on 3024 students, or 5% of the students. Of the files reviewed, 45.1% of the students had 100% compliant Transition IEPs.

⁴⁷ 2007-2008 Special Education Statistical Report, March, 2008

2. Data for both the numerator (number of compliant Transition IEPs) and denominator (total number of IEPs reviewed) used in the Indiana calculation.

Though the indicator speaks to compliant Transition IEPs, this report will also provide information in regard to local educational agencies (LEAs) for purposes of identification of statewide TA and training needs.

Data for FFY 2007 (SY 07-08): LEA INFORMATION		PERCENT
Numerator (Number of LEAs that had 100% compliant Transition IEPs):	83	25.7%
Denominator (Total Number of LEAs Monitored):	323	
Data for FFY 2007 (SY 07-08): LEA FILE REVIEW INFORMATION		PERCENT
Numerator (number of 100% compliant Transition IEPs):	1,363	45.1%
Denominator (total number of Transition IEPs reviewed):	3,024	

For comparison, the following table reflects the same information for FFY 2006 (SY 06-07):

Data for FFY 2006 (SY 06-07): LEA INFORMATION		PERCENT
Numerator (Number of LEAs that had 100% compliant Transition IEPs):	16	5.1%
Denominator (Total Number of LEAs Monitored):	313	
Data for FFY 2006 (SY 06-07): LEA FILE REVIEW INFORMATION		PERCENT
Numerator (number of 100% compliant Transition IEPs):	492	17.9%
Denominator (total number of Transition IEPs reviewed):	2,749	

Indiana had an increase of 27.2% of compliant Transition IEPs from the previous year.

3. Method used to collect these data.

Protocol for file review: Each LEA was required to review files of students with disabilities aged 14 through 21. Using the total number of students within this category, per LEA, 5% of those eligible files were to be reviewed for the required components. If the 5% per LEA exceeded 25 files, the LEA was required to only review a maximum of 25 files. However, if the five percent per LEA resulted in less than five files to be reviewed, all eligible student files required review.

The LEA was asked to complete the "Indiana Transition Requirements Checklist" for each of the identified students (maintaining confidentiality), and tally the individual file

review results on the “Indiana Transition Requirements Tally.” This tally was then sent to the Center for Exceptional Learners (CEL) and the results were incorporated into a database which included all LEAs and each element of the checklist. There were a total of 19 distinct elements recorded for each of the LEAs.

The raw numbers from each element were then totaled for a statewide analysis. If an LEA had one element reported as a ‘no’ for any one student, the Transition IEP was deemed not in compliance. If any individual IEP was deemed not in compliance the LEA was then marked as not meeting the target of 100% compliance.

4. Results of the calculations and comparison of the results to the target.

The target is 100% compliant Transition IEPs. Indiana had 45.1% compliant Transition IEPs, resulting in a 54.9% gap to the target, however this is an increase of 27.2% statewide when compared to FFY 2006 (SY 06-07).

5. Copy of the Indiana checklist questions/criteria used to collect data.

The instructions, tally sheet and the Indiana Transition Requirements Checklist were posted on the Indiana Department of Education (IDOE) website⁴⁸. Each LEA submitted to the CEL their tally sheet of the file review for FFY 2007 (SY 07-08).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

Discussion of Improvement Activities:

Description of the improvement activities.

- All LEAs complete 5% file review utilizing the “Indiana Transition Requirements Checklist” and submit results utilizing the “Indiana Checklist Tally.”
- Implement an electronic data collection system for each of the distinct elements of the “Indiana Transition Requirements Checklist” and tally to enable a deeper data analysis.
- Continue semi-annual publication of *INDEPENDENCE*, a magazine consisting of a collection of articles of interest to students with disabilities at the secondary level.
- Recommend that Article 7 be revised to include the following:
 - The Summary of Performance (SOP) be added, and that the SOP be completed when:
 - A student graduates from high school with a regular diploma;

⁴⁸ For details see: <http://www.doe.in.gov/exceptional/speced/monitoring.html>

- A student leaves high school with a certificate of completion; or
- A student exceeds the age eligibility for special education and related services.
- Transition IEPs are developed and are in effect for students entering into grade nine (9) or turning fourteen (14) years of age, whichever occurs first, or earlier if determined appropriate by the CCC.
- The transition school to work Interagency Coordinating Council, (known as the “290 Committee”) address statewide issues as they relate to transition.
- Provide training to stakeholders on the Transition IEP decision flow chart and components.
- Using the Indiana State Improvement Grant (IN-SIG) (or the State Personnel Development Grant – if funded) as a conduit, provide statewide, stakeholder training and TA in the area of school to adult life transition.
- Monitoring verification visits to:
 - conduct individual file reviews; and
 - discuss, with the administration and special education planning district directors, the LEA planned outcomes in regard to graduation rates (Indicator 1), drop-out rates (Indicator 2), Transition IEP components and implementation (Indicator 13), and, Post-School Outcomes (Indicator 14).
- Complete the Indiana Employability Skills Assessment and Reporting Initiative.
- Modify the ISTART7 to include all of the Transition IEP components.
- Conduct a school to adult life transition conference during the fall 2008.

Discussion of Improvement Activities:

Activities Completed:

Activity (Revised During FFY 2006 [SY 06-07])	Timeline	Resources
Recommend that Article 7 be revised to include the following: A. The Summary of Performance (SOP) be added, and that the SOP be completed when: (1) A student graduates from high school with a regular diploma; (2) A student leaves high school with a certificate of completion; or (3) A student exceeds the age eligibility for special education and related services. B. Transition IEPs are developed and are in effect for students entering into grade nine (9) or turning fourteen (14) years of age,	Revision: FFY 2008 (SY 08-09)	The CEL, the State Advisory Council on the Education of Children with Disabilities (SAC), stakeholders, the Indiana State Board of Education.

Activity (Revised During FFY 2006 [SY 06-07])	Timeline	Resources
whichever occurs first, or earlier if determined appropriate by the CCC.		
Discussion: The Special Education rules, Article 7, were effective as of August 13, 2008. Both of the recommendations are incorporated. Activity complete.		

Activities in Process:

Activity (Revised During FFY 2006 [SY 06-07])	Timeline	Resources
LEAs complete 5% file review utilizing the "Indiana Transition Requirements Checklist" and submit results utilizing the "Indiana Checklist Tally".	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	The CEL, Statewide transition school to adult life stakeholder group.
Discussion: Using the National Secondary Transition Technical Assistance Center (NSTTAC) "Indicator 13 Checklist: Form B (Enhanced for Professional Development)", the "Indiana Transition Requirements Checklist" was created. This aligns with the Indiana developed best practices decision-making model, yet utilizes the NSTTAC instruction information. See Attachment 13-1 for the statewide results (FFY 2007 [SY 07-08]) of this tally. (Item-by-item results for each checklist questions/criteria, including the data for the numerators, denominators, and percents for each item.)		

Activity (New During FFY 2006 [SY 06-07])	Timeline	Resources
Implement an electronic data collection system for each of the discrete elements of the "Indiana Transition Requirements Checklist" and tally to enable a deeper data analysis.	FFY 2008 (SY 08-09)	The IDOE Information Technology Center.
Discussion: During FFY 2007 (SY 07-08) Indiana maintained the Indiana Transition Requirements Checklist, however, changed the tally sheet to an Excel document that was electronically submitted – then compiled into one master tally sheet.		

Activity (Continued from FFY 2005 [SY 05-06])	Timeline	Resources
Continue semi-annual publication of <i>INDEPENDENCE</i> , a magazine consisting of a collection of articles of interest to students with disabilities at the secondary level.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	The CEL, other resource documents.
Discussion: Special educators throughout the nation continue their efforts to improve secondary transition results for students with disabilities. Students with disabilities and their families have asked that information of interest and importance be shared to		

Activity (Continued from FFY 2005 [SY 05-06])	Timeline	Resources
improve transition results, increase the graduation rate, reduce the drop-out rate, and expand post-secondary education, training, employment and independent living results. One strategy is the development of a student-centered newsletter, <i>INDEPENDENCE</i> , containing transition related articles of interest and importance to high school students with disabilities and their families.		

Activity (New, FFY 2006 [SY 06-07])	Timeline	Resources
The transition school to work Interagency Coordinating Council, (known as the "290 Committee") address statewide issues as they relate to transition.	FFY 2006 (SY 06-07) through FFY 2010 (SY 10-11)	Family advocates, the IDOE, Vocational Rehabilitation Services (VR), Department of Mental Health and Addictions, Developmental Disabilities, the Workforce Development, the Department of Correction, Social Security, Indiana and Ball State Universities, IN-SIG, Community Rehabilitation Provider, Special Education and post-secondary follow-up consultant (See Indicator 14).

OUTCOMES/RESULTS:

- Various members were an integral part of the August 6 and 7, 2008 Statewide Transition Conference "Paddle Your Own Canoe."
- The Division of Disability and Rehabilitative Services, Bureau of Developmental Disabilities Services (BDDS) continued the priority criteria allowing young adults with disabilities to bypass the waiting list and apply for an Indiana Home and Community-Based Medicaid Support Services waiver. Individuals between the ages of 18 and 24 who are graduating or have left special education programs with the classes may be eligible. The Support Services waiver provides nonresidential assistance such as employment follow-along, therapies, and family and respite support, with a cap of \$13,500 per year.
- VR focused \$5,000,000 for FFY 2007 (SY 07-08), and is committing case service dollars for FFY 2008 (SY 08-09) for community rehabilitation programs to work with schools, students and families on employment outcomes resulting

Activity (New, FFY 2006 [SY 06-07])	Timeline	Resources
<p>from improved transition services. Approximately 1,000 referrals were made to VR as the result of this initiative during the reporting year.</p> <ul style="list-style-type: none"> • Collaborative trainings about the impact of work on benefits from Social Security have been held with parents, as part of LEA transition fairs, and various adult service providers, including state agencies have been held across the State. • Project SEARCH has been initiated in the State and began this reporting period with a hospital in Indianapolis, VR, Indiana University, the Indianapolis Public Schools and a community rehabilitation program. This will provide training, internships for students in their last year of high school. VR will be increasing the number of Project SEARCH locations in the State. 		

Activity (New, FFY 2006 [SY 06-07])	Timeline	Resources
Provide training to stakeholders on the Transition IEP decision flow chart and components.	FFY 2007 (SY 07-08)	The CEL staff and contractors, local planning districts, LEA administration, stakeholders.
<p>Discussion: In October and November of 2007, there was training, co-sponsored by the IDOE and Indiana University, Indiana Institute on Disability and Community, called Transition IEP: New Regulations and Rules Fall 2007. This training was held in nine locations around the State, as well as abbreviated sessions for the Indiana Special Education Administrators, the IN*SOURCE (Indiana Resource Center for Families with Special Needs) annual conference, and members of Indiana AHEAD, (Association on Higher Education and Disability). See Attachment 13-2 For a list of participants and their evaluation of the training.</p> <p>There was a series of trainings held in the spring/summer of 2008 on the revised Article 7 for family liaisons, special education personnel, the CEL grant recipients, and state agency staff. This training included sections on the Transition IEP components.</p>		

Activity (Revised During FFY 2006 [SY 06-07])	Timeline	Resources
Using the IN-SIG (or the State Personnel Development Grant – if funded) as a conduit, provide statewide, stakeholder training and technical assistance in the area of school to adult life transition.	FFY 2005 (SY 05-06) through FFY 2010 (SY 10-11)	The CEL, local agencies, LEAs, and organizations involved in IN-SIG.
<p>Discussion: The State Personnel Development Grant was not funded. There is a group (approximately 35) of school personnel, family representative, state agencies and university personnel who meet regularly to discuss transition issues and solutions. This group was instrumental in defining the decision-making model that was rolled out</p>		

Activity (Revised During FFY 2006 [SY 06-07])	Timeline	Resources
<p>during the Transition IEP: New Regulations and Rules Fall 2007 training.</p> <p>Personnel from Indiana University are currently responding to targeted technical assistance requests as a follow-up to the aforementioned fall 2007 training. Most of these requests have been focused on the identification of tools to conduct the age appropriate transition assessment and how to identify and align the transition services and annual goals with the post-secondary goals.</p>		

Activity (Revised During FFY 2006 [SY 06-07])	Timeline	Resources
Monitoring verification visits to: A. conduct individual file reviews; and B. discuss, with the administration and special education planning district directors, the LEA planned outcomes in regard to graduation rates (Indicator 1), drop-out rates (Indicator 2), Transition IEP components and implementation (Indicator 13), and, post-school outcomes (Indicator 14).	FFY 2008 (FY 08-09)	The CEL staff, local planning districts, LEAs.
<p>Discussion: Not applicable for this reporting year (see timeline). However, an on-site monitoring tool is in development and visits to 10 LEAs are planned for the spring of 2009.</p>		

Activity (New, FFY 2006 [SY 06-07])	Timeline	Resources
Complete the Indiana Employability Skills Assessment and Reporting Initiative.	FFY 2009 (SY 09-10)	The CEL staff, local planning districts, LEAs, stakeholders.
<p>Discussion: The goal of this initiative is to facilitate an effective transition from school instruction to successful employment for students who are challenged by disabilities, academic deficiencies, environmental or other at-risk factors. This can be accomplished by partnering multisystem resources and standardizing performance-based assessment structures statewide.</p> <p>This collaborative effort will result in the following projected outcomes:</p> <ul style="list-style-type: none"> ▪ A standardized employability skills database will be incorporated into the Indiana Standards Tool for Alternate Reporting (ISTAR)⁴⁹ platform; ▪ Rubrics will be designed to define the measurement of each standard; 		

⁴⁹ The ISTAR website may be found at:
<https://ican.doe.state.in.us/COMMON/help/Reference/istarref.htm>

Activity (New, FFY 2006 [SY 06-07])	Timeline	Resources
<ul style="list-style-type: none"> Lesson templates will be designed that contain assessment elements in curricular content; An employment certificate or portfolio will be designed for students exiting the program; A report program for the new federal requirement for a SOP will be integrated into the report program; and, Educators, students, families, service agencies and employers will have input into the development of the system. <p>A reliability study was conducted during the reporting year, and the rubric incorporated into the State electronic IEP system (ISTART7⁵⁰).</p>		

Activity (New, FFY 2006 [SY 06-07])	Timeline	Resources
Modify the ISTART7 include all of the Transition IEP components.	FFY 2007 (SY 07-08) Through FFY 2010 (SY 10-11)	The CEL staff and contractors, local planning districts, LEAs, stakeholders.
<p>Discussion: The ISTART7 is available, at no charge, to all LEAs. This tool was available for use when Article 7 was effective as of August 13, 2008. Approximately 80% of the LEA's will be utilizing the tool at the end of FFY 2008 (SY 08-09). Portions of the Transition IEP continue to be upgraded with additional resources.</p>		

Activity (New, FFY 2006 [SY 06-07])	Timeline	Resources
Conduct a school to adult life transition conference during the fall of 2008.	FFY 2008 (SY 08-09)	The CEL staff and contractors, local planning districts, stakeholders.
<p>Discussion: The Statewide Transition Conference "Paddle Your Own Canoe" was held on August 6 and 7, 2008. More than 500 people (students, families, school personnel, adult service providers, various state agency staff) attended. The 68 speakers addressed a variety of transition topics, including self determination, adult services, Transition IEP components, helping students stay in school, moving from high school to college, health care, transition assessments, benefits, service learning, etc.</p>		

2. Description of improvement activities that include connecting with the National Technical Assistance and Dissemination Centers:

Indiana has used the National Secondary Transition Technical Assistance Center (NSTTAC) website quite extensively in the last year for transition resources. We have

⁵⁰ The ISTART7 website may be found at: <https://ican.doe.state.in.us/beta/istart7.htm>

been part of the conference calls as well. The tool that Iowa developed with NCRRC for age appropriate transition assessments (www.transitionassessment.northcentralrrc.org) has been used extensively by LEAs across the State. Two members of the monitoring team attended the Post-Secondary conference hosted by NCRRC/SERRC (South East Regional Resource Center). The NSTTAC website is provided to family members, school personnel and other transition stakeholders when information is requested. Indiana has taken advantage of products and links developed by NSTTAC personnel, such as the *Checklist to Improve Your Annual Performance Report for Indicator 13*, high school versus college and student involvement in the IEP. An Indiana University staff member is involved with NSTTAC on a professional basis and Indiana takes advantage of this connection through the development of trainings and clarification of finer points of the law surrounding transition from school to adult life.

Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

As stated above, there has been a 27.2% improvement in compliant Transition IEPs since last year. The largest contributor to this improvement is the multiple trainings that were held in the fall of 2007 across the State "Transition IEP: New Regulations and Rules." The second contributing factor is the work that Indiana University has done through a CEL discretionary grant which included the following goals:

- Provide TA and support with at least three LEAs on transition practices and services to improve transition outcomes (Indicators 13 and 14 plus practices).
- Develop specific processes and/or products to support teachers with transition activities and services (e.g., timelines of activities, use of age-appropriate transition assessments, decision-making chart for families and case conference committees for diploma options, collaboration with VR and employment providers).
- Collaborate and assist with the statewide development of Indicator 13, Transition IEP and employability skills training, to meet Individuals with Disabilities Education Improvement Act (IDEA 2004) regulations.

Other contributing factors were presentations at the Indiana Council of Administrators of Special Education (ICASE) fall and spring conferences, the revisions of Article 7, the special education rule in Indiana, and the TA provided to LEAs as they completed the file reviews utilizing the *Indiana Transition Requirements Checklist*.

Indiana Part B FFY 2006 SPP/APR Response Table, OSEP Analysis/Next Steps:

- 1) OSEP could not determine whether noncompliance identified in FFY 2005 regarding the secondary transition requirements in 34 CFR 300.320(b) was corrected in a timely manner. The State must demonstrate, in the FFY 2007 APR, due February 2, 2009, that this noncompliance was corrected in a timely manner, or if not corrected in a timely manner, when the noncompliance was corrected.

Indiana Response: During FFY 2006 (SY 06-07), the CEL experienced a substantial shifting of staff and personnel as a result of the development and transition of the updated Continuous Focused Improvement Monitoring System (CIFMS) process. Therefore there was limited analysis done prior to the submission of FFY 2006 (SY 06-07) APR submitted on February 1, 2008. In a thorough search through files maintained by the CEL, there was no documentation that official letters were ever sent to an LEA found to be out of compliance for FFY 2005 (SY 05-06) or any documentation that formalized responses for noncompliance were submitted. During FFY 2006 (SY 06-07), the documented feedback provided to the LEAs was through the local directors of special education, who were informed of the Office of Special Education Program (OSEP's) dissatisfaction with the current monitoring process. The local directors were informed that major changes would be forthcoming.

This topic has been reviewed regularly with our federal contacts through phone conversations and during the on-site monitoring visit in October, 2008. Indiana did not make findings of noncompliance for FFY 2005 (SY 05-06). The FFY 2005 (SY 05-06) data was taken into consideration when findings were made on May 16, 2008 for FFY 2006 (SY 06-07) and when determinations were made on October 20, 2008. The noncompliance is to be corrected as soon as possible, and in no case more than one year after the State's identification. During April/May of 2009 verification of compliance will be completed by the CEL.

The CEL made 298 findings of noncompliance, based on FFY 2006 (SY 06-07) data. All LEAs with a finding of noncompliance had to develop a Corrective Action Plan (CAP) using the same template described in Indicator 11. The CEL will verify correction of noncompliance during April/May of 2009.

- 2) The State must review its improvement activities and revise them, if appropriate, to ensure they will enable the State to demonstrate in the FFY 2007 APR, due February 2, 2009, that the State is in compliance with the secondary transition requirements in 34 CFR 300.320(b), including reporting correction of the noncompliance identified in the FFY 2006 APR.

Indiana Response: Indiana made a number of changes in the State Performance Plan improvement activities submitted in February 2008. No additional changes will be made at this time. See the response above in regard to the FFY 2006 (FY 06-07) findings of noncompliance.

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FY 2007 (School Year 2007-2008)

There are no revisions.

Attachment 13-1: Statewide Transition Checklist Results FFY 2007 (SY 07-08)

1. Are there measurable post-secondary goals in these areas?

Education/Training		Employment		Independent Living		
Yes	No	Yes	No	Yes	No	n/a
2097	927	1981	1043	833	278	1913
69.3%	30.4%	65.5%	34.5%	27.5%	9.2%	63.3%

2. Is there evidence that the measurable post-secondary goals were based on an age appropriate transition assessment?

Education/Training		Employment		Independent Living		
Yes	No	Yes	No	Yes	No	n/a
1944	1080	1732	1292	709	500	1815
64.3%	35.7%	57.3%	42.7%	23.4%	16.5%	60.1%

3. Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion?

Yes	No
2972	52
98.3%	1.7%

4. Is (are) there annual Transition IEP goal(s) that reasonably enable the student to meet the post-secondary goal(s)?

Education/Training		Employment		Independent Living		
Yes	No	Yes	No	Yes	No	n/a
2335	689	2044	980	716	310	1998
77.2%	22.8%	67.6%	32.4%	23.7%	10.3%	66.0%

5. Are there transition services in the Transition IEP that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?

Education/Training			Employment			Independent Living		
Yes	No	n/a	Yes	No	n/a	Yes	No	n/a
2451	476	97	2236	592	196	836	227	1961
81.1%	15.7%	3.2%	73.9%	19.6%	6.5%	27.6%	7.5%	64.9%

6. For transition services that are likely to be provided or paid for by other agencies with parent (or student once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the Transition IEP meeting?

Education/Training			Employment			Independent Living		
Yes	No	n/a	Yes	No	n/a	Yes	No	n/a
602	344	2078	587	364	2073	365	176	2483
19.9%	11.4%	68.7%	19.4%	12.0%	68.6%	12.1%	5.8%	82.1%

7. Do the transition services include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?

Education/Training		Employment		Independent Living		
Yes	No	Yes	No	Yes	No	n/a
2520	504	2295	729	828	210	1986
83.3%	16.7%	75.9%	24.1%	27.4%	6.9%	65.7%

8. Does the Transition IEP meet the requirements of Indicator 13?

Yes	No
1363	1661
45.1%	54.9%

Attachment 13-2: Summary of the Training for Transition IEP: New regulations, New Rules

Location of Training	Number of Participants in Attendance				
	School Personnel	Vocational Rehabilitation personnel	Parent and Family	Agency	Total
Evansville	20	10	3	13	46
Valparaiso	50	19	17	32	118
Indianapolis	68	1	15	39	123
Lafayette	19	20	16	55	110
Clarksville	22	14	1	17	54
Richmond	29	5	4	25	63
Fort Wayne	56	8	8	57	129
Greenwood	74	8	11	39	132
Bloomington	44	6	7	34	91
INSOURCE*	0	0	40	0	40
Higher Education Association (AHEAD)*	0	0	0	25	25
ICASE*	110	0	0	0	110
TOTAL Participants	492	91	122	336	1,041

* = Modified presentation

**= Adult agencies include community rehabilitation providers, mental health agencies, bureau of developmental disabilities, case managers, independent living centers, residential providers, protection and advocacy, advocates and colleges/universities.

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had individualized education programs IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

[20 U.S.C. 1416(a)(3)(B)]

Measurement: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	The percent of students competitively employed or engaged in post-secondary education, one year post exit will be 70.6%

Actual Target Data for FFY 2007 (SY 07-08):

Tables 1, 2, and 3 on the following pages represent state data results for Indicator 14 for FFY 2007 (SY 07-08). The Indiana Post-School Follow-up System (INPSFS) surveys former students about their plans for post-school life and post-school adjustment. INPSFS utilizes a census sampling method for data collection. In FFY 2007 (SY 07-08), the INPSFS had 100% participation from all applicable Indiana local educational agencies (LEAs) in Indiana.

There were 1,972 respondents who answered the questions regarding their current status (i.e. competitively employed earning minimum wage or engaged in post-secondary education program). These respondents characterize the individuals

represented in the tables on the following pages. Overall there were 2,286 surveys reported data, and therefore 314 individuals (2,286 minus 1,972) surveyed did not answer the current status questions. The FFY 2007 (SY 07-08) INPSFS response rate was 25.3%.

Exiters During FFY 2005 (SY 05-06) = 9416

Surveyed During FFY 2006 (SY 06-07) = 2719

FFY 2006 (SY 06-07) Survey Response Rate = 28.9%

Exiters During FFY 2006 (SY 06-07) = 9042

Surveyed During FFY 2007 (SY 07-08) = 2286

FFY 2007 (SY 07-08) Response Rate = 25.3%

Table 1 represents the total population (n=9,042) and the census response (n=1,972) data concerning student characteristics for all school exiters with disabilities by gender, ethnicity, and disability classification for Indiana for FFY 2006 (SY 06-07). There were 1,972 students who completed the INPSFS survey at the one-year follow-up.

Weighting procedures were employed to ensure response data are representative of the population. Weight procedures have been developed as part of the data analysis protocol and procedures which are applied to the INPSFS data set through Statistical Package for Social Sciences (SPSS) statistical software applications for data analysis. Weights have been employed for the FFY 2007 (SY 07-08) data presented in this report to "weight the sample up to population size for reporting purposes" (SPSS Reference Guide, 1990, p.720). Data reported are representative of the student population as described in the preceding paragraph.

Table 1: *Indiana Population and Census Data for FFY 2007 (SY 07-08)*

	One-Year Population		One-Year Respondents	
	<i>n</i>	%	<i>n</i>	%
<i>Gender</i>				
Male	5940	65.7	1298	65.9
Female	3102	34.3	673	34.1
<i>Ethnicity</i>				
American Indian or Native Alaskan	17	0.2	3	0.2
Asian or Pacific Islander	42	0.5	9	0.5
Hispanic	222	2.5	36	1.8
Black American	1002	11.0	217	11.0
White (non Hispanic)	7623	84.3	1680	85.2
Multi Racial	136	1.5	27	1.4
<i>Exceptionality Area</i>				
Multiple Handicap	69	0.7	15	0.8
Orthopedic Impairment	92	1.0	20	1.0
Visual Impairment	50	0.6	10	0.5
Hearing Impairment	109	1.2	21	1.1
Emotional Handicap	1241	13.7	367	13.7
Learning Disability	5282	58.4	1164	59.0
Communication Disorder	59	0.7	12	0.6
Mild Mental Handicap	1055	11.7	226	11.5
Moderate Mental Handicap	267	2.9	56	2.9
Severe Mental Handicap	50	0.6	10	0.5
Dual Sensory Impairment	3	0.03	0	0.00
Autism	231	2.6	50	2.5
Traumatic Brain Injury	49	0.5	10	0.5
Other Health Impairment	485	5.4	106	5.4
Total	9042	100.0	1972	100.0

Note: Percentages have been rounded. One-year respondent data represents weighted data for the FFY 2007 (SY 07-08) INSPFS One-year respondents.

Table 2 represents a two-year comparison of the status of each respondent to the INSPFS survey in relation to the former student's current employment and/or enrollment in a post-secondary education program.

Table 2:

**Indiana Post-School Status of FFY 2007 (SY 07-08)
One-Year Respondents – FFY 2006 (SY 06-07) exiting students
Compared to Status of FFY 2006 (SY 06-07)
One-Year Respondents – FFY 2005 (SY 05-06) exiting students**

Current Status	Progress or Slippage in Percentage	FFY 2007 (SY 07-08) Respondents (2006-07 exiting students)		FFY 2006 (SY 06-07) Respondents (2005-06 exiting students)	
		#	%	#	%
Full time student	Progress	234	11.8	308	11.4
Part time student	-	35	1.8	49	1.8
Employed full time (≥ 35 hours per week)	Slippage	547	27.7	827	30.6
Employed part time (< 35 hours per week)	Progress	274	13.9	328	12.2
Employed part time / full time student	Progress	163	8.3	91	3.4
Employed part time / part time student	Progress	105	5.4	130	4.8
Employed full time / full time student	Slippage	67	3.4	97	3.6
Employed full time / part time student	Slippage	60	3.0	227	8.4
Unemployed	Slippage	488	24.7	642	23.8
TOTALS		1,972	100	2,699	100

Note. Current status data represent weighted data for INSPFS One-year respondents.

Table 3 on the following page represents Indiana's Indicator 14 results for FFY 07 (SY 07-08). Listed below are definitions and basic terms of measure to further explain the calculation representing the number of students competitively employed earning minimum wage or engaged in post-secondary education at one-year post-exit.

Definitions and basic terms of measure:

- Competitive employment earning \$5.85 per hour including tips.
- Enrolled in post-secondary education includes full or part time student, this could include either employed full-time, or part-time employment or no employment.
- Post-secondary education includes 4 year public/private universities or colleges, 2 year community colleges, and vocational/technical schools.
- Full-time employment includes all persons working 35 hours or more per week.
- Part-time employment includes all persons working less than 35 hours per week.
- Employment includes work in 11 specified occupational/industry areas, military, or self-employed.

Table 3: *Indiana State Totals FFY 2007 (SY 07-08) One-Year Follow-up Status for Indicator 14*

FFY 2007 (SY 07-08) State Total INPSFS Completed One-Year Interviews	Students Competitively Employed Earning Minimum Wage or Engaged in Post-Secondary Education at One-Year Post-Exit	
Total Interviewed	#	%
1,972	1,232	62.5%

Note. Due to the State's definition of competitive employment⁵¹, only those students earning at or above minimum wage employed full or part-time (only) were calculated into the totals. A total of 168 additional students (8.5%) are known to be working/employed according to survey results; however, those students did not report their wage per hour earnings, refused or "did not know" their hourly wage earnings. Therefore, those students were not calculated into the results reported above for the Indicator 14.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

Improvement Activities for FFY2007 (SY 07-08) included:

- Overlapping improvement activities listed in Indicator 13 will also contribute to increased results for Indicator 14.
- Work with Indiana Resource Center for Families with Special Needs (commonly referred to as IN*SOURCE) to produce the college and post-secondary resource directory annually.
- Increase response/contact rate by exploring additional ways to survey students post-exit.
- Review survey forms with focus group to determine content, format and media type.
- Develop the survey so it can be accessed electronically by responders across the State. The Center for Exceptional Learners (CEL) in collaboration with Ball State University (BSU) created an electronic method for data collection. Description of system, training and TA provided, etc.

Discussion of Improvement Activities FFY07 (SY 07-08) follows:

- **Overlapping improvement activities listed in Indicator 13 will also contribute to increased results for Indicator 14:** There are several overlapping improvement activities related to Indicator 13, see "Discussion of Improvement Activities" and the "Activities Completed" sections with Indicator 13 of this APR.

⁵¹ The CEL uses the Vocational Rehabilitation Services definition of competitive employment.

- **Work with IN*SOURCE to produce the college and post-secondary resource directory annually.** This publication is updated annually.
- **Increase response/contact rate by exploring additional ways to survey students post-exit:** FFY 2006 (SY 06-07) exiting students provided specific/current contact information upon exit from school to be used as additional contacts within the database for one-year post-school INPSFS interviews for the FFY 2007 (SY 07-08) INPSFS data collection process. LEA staff are required to document attempts to locate former students for all students on the student listing. Documentation of attempts is included within the database. All returns are monitored for follow-up and participation/return rates by LEA and planning district. Though significant efforts are employed, locating former students still remains as a significant challenge. LEAs are trained annually on effective strategies to increase response rates.
- **Review survey forms with focus group to determine content, format and media type.** FFY 2006 (SY 06-07) INPSFS data was shared with the State Advisory Council on Children and Youth with Disabilities (the State Advisory Council – SAC) as well as a selection of other stakeholder groups including parents/families and parent/family advocacy groups, transition coordinators at the LEA level and a host of university representatives to assist in maintaining the age 14 requirement in the revised Article 7⁵² transition language.

These stakeholders also identified the need for two INPSFS surveys; one that allows you to collect the essential information and one that has additional data that can be used for a more thorough analysis of the outcomes.

FFY 2007 (SY 07-08) INPSFS data will be shared with the SAC and other stakeholder groups for feedback and recommendations for improvement activities. Additionally, data will be shared with Indiana's interagency coordinating council (commonly referred to as the 290 group, based upon its establishment from a former Indiana Senate Bill 290) to discuss the addition of any potential improvement activities.

- **Develop the survey so it can be accessed electronically by responders across the State. The CEL in collaboration with Ball State University (BSU) created an electronic method for data collection. Description of system, training and TA provided, etc.:** INPSFS survey forms are provided to LEAs and special education planning districts to organize and facilitate data collection through staff phone survey methods and database input utilizing the Easily Accessible Survey Instrument (EASI)/Adobe AIR software managed by Ball State University and the CEL. Data is collected from former students and/or guardians

⁵² <http://www.doe.in.gov/exceptional/speced/docs/2008-08-06-Article7.pdf>

by designated LEA staff (teachers, job coaches, transition specialist, administrators and assistants). INPSFS staff provide annual training and informational sessions to designated LEA staff regarding data collection and system use. Additional assistance concerning the INPSFS is available to any LEA or special education planning district at any time.

Explanation of Progress or Slippage FFY 2007 (SY 07-08)

The FFY 2007 (SY 07-08) INPSFS data (62.5%) indicated a slippage in the percentage of students competitively employed earning minimum wage or engaged in post-secondary education at one-year post-exit when compared to the FFY 2006 (SY 06-07) data (70.4%), which represented the baseline year for this indicator. However, when an analysis was completed to disaggregate the eight categories of employment and post-secondary education results of progress or slippage was split (4 categories with progress and 4 categories with slippage), as detailed in Table 2.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 07-08): *[If applicable]***Revisions to Proposed Targets/Timelines/Resources:**

There are no revisions to proposed targets, timelines, and resources.

Revisions to Improvement Activities:

Improvement Activity Added FFY 2008 (SY 08-09) to support Indicator 14:

- **Addition of report generating features to enable users to query/disaggregate data for purposes of analysis and increased accountability:** The database has been updated over the course of the last 3 years to increase the ease and access into the system. The current database is user friendly (as identified in an evaluation survey conducted by the INPSFS at Ball State University) and is more accessible than in previous years. Additionally, a report generating feature is in progress. This report feature will be able to query/disaggregate data by special education planning district, LEA, school building, and exceptionality area, among other criteria. These reports will generate the survey responses by the number of respondents, their responses to questions, and the percentages. For example, if an LEA wanted to compare the number/percentages of students that received work experience while in high school, the database can easily provide that information at the local site. Each LEA will be trained on the use of the database to generate local reports.

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.
 - Indiana would like to thank the consultants from the North Central Regional Resource Center (NCRRC) and the Data Accountability Center (DAC) for the consulting visits made to Indiana in January, March and May of FFY 2007 (SY 07-08) as well as the visits during FFY 2008 (SY 08-09). The staff from the NCRRC and the DAC clarified many issues having to do with general supervision, and more specifically 'integrated monitoring activities', 'data on processes and results', and, 'improvement, correction, incentives and sanctions.' Indiana looks forward to continuing this consulting relationship.
3. Please see the last section of the "Discussion of improvement activities completed..." for Indiana's Response to the Part B FFY 2006 SPP/APR Response Table for this indicator:
 - The State must review its improvement activities and revise, if appropriate, to ensure they will enable the State to demonstrate in the FFY 2007 APR, due February 2, 2009, that the State is in compliance with the timely and accurate data requirements in IDEA sections 616 and 618 and 34 CFR 76.720 and 300.601(b), including reporting correction of the noncompliance identified in the FFY 2006 APR.
 - In addition, in responding to Indicators 10, 11, 12 and 13, the State must specifically identify and address the noncompliance in this table under those indicators.
4. For this indicator, the monitoring team had the following issues to consider:
 - The Office of Special Education Programs (OSEP) is imposing Special Conditions on Indiana's FFY 2008 grant award under Part B. To document its progress in ensuring the identification and timely correction of the noncompliance, the State must submit two Progress Reports, the first with its FFY 2007 APR due on February 2, 2009 and a final Progress Report by June 1, 2009, with the following data:

1. In the first Progress Report, due February 2, 2009 with the State's FFY 2007 APR, the State must report:
 - a. the specific number of findings of noncompliance that the State made in May 2008;
 - b. the number and percent of those findings that have already been corrected by February 2, 2009;
 - c. when Corrective Action Plans (CAPS) for the May 2008 letters of findings, and any subsequent letters of findings, were issued and the status of the CAPs, including any other actions the State has undertaken to ensure that the CAPs are being implemented and that the noncompliance identified in the May 16, 2008 letters of findings and any subsequent letters of findings will be corrected within one year of identification; and
 - d. that the State has issued determinations to local education agencies (LEAs) for FFY 2005 and FFY 2006.
2. In the final Progress Report, due by June 1, 2009, the State must report:
 - a. the number and percent of findings that the State made on May 16, 2008 or an earlier date that have been corrected no later than one year from identification; and
 - b. any enforcement actions that the State took with any LEAs that did not correct noncompliance within one year from identification and the status of such enforcement actions.

Per instructions from our OSEP contacts, Indiana is including the report that is due February 2, 2009 into this part of the APR.

5. During the summer and fall of 2007, the Indiana Department of Education (IDOE), Center for Exceptional Learners (CEL) restructured and reorganized the Continuous Improvement Focused Monitoring System (CIFMS). During 2008 three additional staff members were added to the CIFMS team. The State Performance Plan (SPP) was revised significantly, including the improvement activities across almost all of the indicators, within the report submitted for FFY 2006 (SY 06-07). The changes reflected in the process and improvement activities described within this section as well as the other sections of this APR have significantly and positively influenced the ability of the CEL to conduct monitoring activities as required by the OSEP.

6. During October 2008, Indiana had an on-site monitoring visit by the OSEP staff. At this time, the following questions were asked by our federal partners:

- Critical Element: General Supervision
 - Does the State have a general supervision system that is reasonably designed to identify noncompliance in a timely manner using its different components?
 - Does the State have a general supervision system that is reasonably designed to ensure correction of identified noncompliance in a timely manner?
 - Does the State have procedures and practices that are reasonably designed to implement the dispute resolution requirements of the Individuals with Disabilities Education Improvement Act (IDEA 2004)?
 - Does the State have procedures and practices that are reasonably designed to improve educational results and functional outcomes for all children with disabilities?
 - Does the State have procedures and practices that are reasonably designed to implement selected grant assurances i.e., monitoring and enforcement, significant disproportionality, private schools, Comprehensive and Coordinated Early Intervening Services (CCEIS), the National Instructional Materials Accessibility Standard (NIMAS) and assessment?
- Critical Element: Data Collection Systems
 - Does the State have a data system that is reasonably designed to collect and report valid and reliable data and information to the Department and the public in a timely manner?
 - Does the State have procedures that are reasonably designed to verify that the data collected and reported reflect actual practice and performance?
 - Does the State compile and integrate data across systems and use the data to inform and focus its improvement activities?
- Critical Element: Fiscal Systems
 - Does the State have procedures that are reasonably designed to ensure the timely obligation and liquidation of IDEA 2004 funds?
 - Does the State have procedures that are reasonably designed to ensure appropriate distribution of IDEA 2004 funds within the State?
 - Does the State have procedures that are reasonably designed to ensure appropriate use of IDEA 2004 funds?

The preparation for this on-site visit the CEL compiled answers to these and numerous sub-questions, which has been helpful as Indiana prepared to write this APR. Indiana

looks forward to any recommendations that may be made in the on-site report developed by the OSEP and will incorporate them into the general supervision system.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

[20 U.S.C. 1416 (a)(3)(B)]

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

Federal Fiscal Year (FFY)	Measurable and Rigorous Target
2007 (SY 07-08)	100% of noncompliance corrected within one year.

Actual Target Data for FFY 2007 (SY 07-08):

Indiana, as reflected in the table below, issued findings on noncompliance in dispute resolution: hearings and complaints during the timeframe of July 1, 2006 to June 30, 2007. Please see the section (Special Conditions Progress Report) after this table for the activities that have taken place since June 30, 2007.

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (SY 06-07) (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (SY 06-07) (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-site Visits, or Other			

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (SY 06-07) (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (SY 06-07) (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
which the evaluation must be conducted, within that timeframe.	Dispute Resolution: Complaints, Hearings			
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (SY 06-07) (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (SY 06-07) (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-site Visits, or Other			
	Dispute Resolution: Complaints, Hearings	34	66	66
Sum the numbers down Column a and Column b			66	66
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	100%

Indiana had 100% correction of the findings of noncompliance that were issued from July 1, 2006 to June 30, 2007. The types of findings from the dispute resolutions include, but are not limited to, whether a functional behavioral assessment was conducted and a behavioral intervention plan implemented, whether the Local Education Agency (LEA) exceeded the permissible number of days suspended, whether the student's individualized education program (IEP) was being implemented, whether the teacher working with the student was appropriately licensed and whether the LEA convened a case conference committee meeting with the appropriate participants in attendance.

The following section is the CEL progress report in response to the Special Conditions on Indiana's FFY 2008 (SY 08-09) grant award under Part B

Indiana monitored all of the LEAs across the State. Each LEA was monitored on compliance Indicators 9, 10, 11, 12 and 13 using the data from FFY 2006 (SY 06-07) and FFY 2007 (SY 07-08). Specific data in regard to findings of noncompliance, determinations, etc. will be detailed in this section; however, the following is a calendar of events since the submission of the FFY 2006 (SY 06-07) APR submitted February 1, 2008.

Date	Activity	Relevant FFY Data
January 2008:	Development/submission of the APR	FFY 2006 (SY 06-07)
April 2008:	Data verification (prior to making findings of noncompliance)	FFY 2005 (SY 05-06) FFY 2006 (SY 06-07)
May 16, 2008:	Notification of findings of noncompliance	FFY 2006 (SY 06-07)
July 1, 2008:	Additional notification of findings of noncompliance	FFY 2006 (SY 06-07)
July 23, 2008:	Corrective Action Plans (CAPs) requested	FFY 2006 (SY 06-07)
September 5, 2008:	CAPs due back to the CEL from LEAs	FFY 2006 (SY 06-07)
October 20, 2008:	LEA Local Determinations made	FFY 2005 (SY 05-06) FFY 2006 (SY 06-07)
October 27-30, 2008:	Federal on-site verification visit	All
November 2008:	Data verification (prior to findings of noncompliance and potential LEA release from previous findings)	FFY 2006 (SY 06-07) FFY 2007 (SY 07-08)
December 12, 2008:	Notification of findings of noncompliance and CAPs requested	FFY 2007 (SY 07-08)
December 12, 2008:	Notification of any corrected noncompliance	FFY 2006 (SY 06-07)
January 16, 2008:	CAPS from December 12 th notification due back to CEL from applicable LEAs	FFY 2007 (SY 07-08)
December 2008 - February 2009:	Development/submission of the APR	FFY 2007 (SY 07-08)
January-March 2009:	LEA data period to reflect current practice and corrected noncompliance	FFY 2006 (SY 06-07) FFY 2007 (SY 07-08)
April 13 – June 30, 2009:	Data verification (Indicators 11 and 12) - To ensure correction of noncompliance	FFY 2006 (SY 06-07) FFY 2007 (SY 07-08)
February 23, 2009 – March 27, 2009:	Indiana Transition Checklist (Collection of Data for Indicator 13 for FFY08) - Data will also be used as a basis for verifying correction of noncompliance	FFY 2006 (SY 06-07) FFY 2007 (SY 07-08) FFY 2008 (SY 08-09)

	from any previous findings	
Date	Activity	Relevant FFY Data
March 20, 2009:	Data verification (Indicators 9 and 10) - To ensure correction of noncompliance from any previous findings	FFY 2006 (SY 06-07) FFY 2007 (SY 07-08)
April 3, 2009:	Notification of any corrected noncompliance (Indicators 9 and 10)	FFY 2006 (SY 06-07) FFY 2007 (SY 07-08)
Anticipated April – July 2009:	Data verification (Indicators 9 and 10) - Data verification to determine if disproportionality is due to inappropriate identification for FFY 2008 (SY 08-09) data prior to making findings.	FFY 2008 (SY 08-09)
May and July 2009:	Notification of corrected noncompliance Indicators 11, 12 and 13	FFY 2006 (SY 06-07) FFY 2007 (SY 07-08)
May 16, 2009 or July 1, 2009:	One-year finding timelines expire	FFY 2006 (SY 06-07)
Anticipated Fall 2009	Local Determinations will be made	FFY 2007 (SY 07-08)

It is the goal of the CEL that the cycle for the monitoring components (data verifications, findings of noncompliance, determinations, identification of corrected and verified noncompliance) will occur as soon as possible but in no case later than one year following the FFY that is being addressed.

As stated in the introduction to this section, Indiana is to develop a report responding to a number of questions that were included in the special conditions section of the Part B, 2008 grant award. Following are the OSEP questions and the Indiana response:

OSEP Special Conditions Report question 1(a): The specific number of findings of noncompliance that the State made in May 2008.

Indiana Response: On May 16, 2008 Indiana made 655 findings of noncompliance⁵³. The following table details the information by indicator:

May 16, 2008 Compliance Indicator Findings
Based upon FFY 2006 (SY 06-07) Data

Indicator Number	Number of Findings
9	0
10	7
11	295
12	66
13	287
TOTAL Number of Findings (May 16, 2008)	655

Indiana has made additional findings since the special conditions were made⁵⁴:

July 1, 2008 Compliance Indicator Findings
Based upon FFY 2006 (SY 06-07) Data

Indicator Number	Number of Findings
9	0
10	7
11	8
12	4
13	11
TOTAL Number of Findings (July 1, 2008)	30

⁵³ This data will be included in the B-15 Table for the FFY2007 (SY 07-08) findings of noncompliance due February, 2009 as the findings were made within the date parameters of July 1, 2007 and June 30, 2008.

⁵⁴ The data from these two charts will be included in the B-15 Table for the FFY2008 (SY 08-09) findings of noncompliance due February, 2010 as the findings were made within the date parameters of July 1, 2008 and June 30, 2009

December 12, 2008 Compliance Indicator Findings
Based upon FFY 2007 (SY 07-08) Data

Indicator Number	Number of Findings
9	1
10	6
11	12
12	32
13	18
TOTAL Number of Findings (December 12, 2008)	69

OSEP Special Conditions Report question 1(b) The number and percent of those findings that have already been corrected by February 2, 2009.

Indiana Response: There are a total of 77 instances of corrected/verified noncompliance from the May 16, 2008 findings, which is 12%. It should be noted that at the time of the writing of this report (final submission April 7, 2009), the full 12 months from notification of noncompliance has not occurred. The June special conditions report from Indiana will include the total percentage of corrected/verified noncompliance.

Corrected Noncompliance by Indicator
Based FFY 2006 (SY 06-07) from May 16, 2008 Findings⁵⁵

Indicator Number	Number of Corrected Noncompliance
9	N/A
10	1
11	38
12	38
13	0
TOTAL Number of Corrected Noncompliance from May 16, 2008 Findings	77

Indiana has identified some corrected/verified noncompliance from the July 1, 2008 and the December 12, 2008 findings as well:

⁵⁵ This data will be included in the B-15 Table for the FFY2007 (SY07-08) findings of noncompliance due February, 2009 as the findings were made within the date parameters of July 1, 2007 and June 30, 2008.

Corrected Noncompliance by Indicator
Based FFY 2006 (SY 06-07) from July 1, 2008 Findings⁵⁶

Indicator Number	Number of Corrected Noncompliance
9	N/A
10	4
11	1
12	1
13	0
TOTAL Number of Corrected Noncompliance from July 1, 2008 Findings	6

Corrected Noncompliance by Indicator
Based FFY 2007 (SY 07-08) from December 12, 2008 Findings

Indicator Number	Number of Findings
9	1
10	1
11	0
12	0
13	0
TOTAL Number of Corrected Noncompliance from December 12, 2008 Findings	2

OSEP Special Conditions Report question 1(c): When CAPs for the May 2008 letters of findings, and any subsequent letters of findings, were issued and the status of the CAPs, including any other actions the State has undertaken to ensure that the CAPs are being implemented and that the noncompliance identified in the May 16, 2008 letters of findings and any subsequent letters of findings will be corrected within one year of identification.

Indiana Response: The letters sent to LEAs requesting a CAP for the May 16, and July 1, 2008 findings of noncompliance were sent on July 23, 2008 and were due September 5, 2008. The letters sent to LEAs requesting a CAP for the December 12, 2008 findings of noncompliance were sent on December 12, 2008, and were due January 16, 2009.

⁵⁶ The data from this chart will be included in the B-15 Table for the FFY2008 (SY08-09) findings of noncompliance due February, 2010 as the findings were made within the date parameters of July 1, 2008 and June 30, 2009.

Each of the LEAs are continuing to implement their CAPs. Since September 2008, all of the LEAs have been contacted monthly by a member of the Continuous Improvement Focused Monitoring System (CIFMS) team. Initially the telephone calls addressed any questions or concerns that CEL had in regard to the CAP, and have since evolved to discussion of the implementation, collection/analysis of monthly/overall data for the indicators that are out of compliance, as an opportunity to share information in regard to the CIFMS process and to address and provide TA when appropriate.

Beyond monthly general supervision and TA assistance calls to all LEAs, the CEL is currently working with the Computerized Data Project (CODA)⁵⁷ to ensure correction of noncompliance through data reports collected April 1, 2009 for Indicators 11 and 12. The Equity Project is conducting data analysis of Dec. 1 2008 child count demographic data to assess disproportionality for FFY 2008 (SY 08-09) and the correction of noncompliance for FFY 2006 (SY 06-07) and FFY 2007 (SY 07-08) findings for Indicator 10. The CEL also conducted a transition checklist analysis for all LEAs during the timeframe of February 23rd through March 27th and will be undertaking data verification of these checklists for Indicator 13 to ensure correction of noncompliance within one year.

As suggested by OSEP during its Indiana on-site verification visit to Indiana in the fall of 2008, the CIFMS monitoring team will be piloting an on-site data, procedures and practices verification process with 10 LEAs during the spring of 2009. The on-site monitoring process will be finalized for implementation and put into common usage by FFY 2009 (SY 09-10). It is anticipated LEAs will be selected for on-site visits by random assignment every x^{58} number of years.

During the fall of 2007, spring and fall of 2008, and spring of 2009, the Indiana Council on Special Education Administrator (ICASE) conferences, presentations have been given as far as CIFMS timeline and process expectations. During the summer of 2008, trainings were held on Article 7⁵⁹ (Indiana Special Education Rule) and the CIFMS process.

The CEL has also instituted a General Supervision Contact Log that is used by all of the staff within the CEL. The information is kept in a data base and can be searched/sorted for trend information. Following is a summary of the information that was presented during the federal on-site verification visit in October:

⁵⁷ CODA is the data collection system for special education funding and is used for the approved federally required 618 report. <http://www.thecodaproject.org>

⁵⁸ Stakeholders for the State are still in discussion as to the specific rotation of years. Results from piloted 10 LEA's will be shared upon completion of the pilot process.

⁵⁹ The Article 7 of the State Board of Education Rules may be found at:
<http://www.doe.in.gov/exceptional/speced/docs/2008-08-06-Article7.pdf>

General Supervision Contact Log Summary (7/21/08 – 10/06/08)**Primary Role of Person / Number of Contacts Received**

Primary Role	#	Primary Role	#	Primary Role	#
Advocate	28	Institute of High Ed	19	Related Service Provider	13
Building Level Admin	66	Legal Counsel	5	Student	4
District Level Admin	299	Other State Agency	36	Teacher	19
High Ability Coordinator	159	Parent/Family	275	Other/Not Identified	299

Type of Contact Received

Type of Contact Received	#
Telephone Call	731
Electronic Mail	491
Written Correspondence	11
In-Person / Face-to-Face	19

Improvement Activity Category

Improvement Activity Category	#
Professional Development / Technical Assistance	245
Systems Administration / Monitoring	297
Program Development / Reorganization	14
Evaluation	27
Improve / Refine Data Collection	62
Collaboration / Coordination / Collegiality	107
Clarify / Examine / Develop / Refine Policies or Procedures	519

OSEP Special Conditions Report question 1(d) The State has issued determinations to LEAs for FFY 2005 and FFY 2006.

Indiana Response: Indiana issued Local Determination letters on October 20, 2008, using data from FFY 2005 (SY 05-06) and FFY 2006 (SY 06-07). The hyperlink listed below will take the reader to two separate documents which will help explain Indiana's process for making these determinations and the consequences for each level of determination category. <http://www.doe.in.gov/exceptional/speced/monitoring-2.html>

**LEA Local Determination Breakdown
Using FFY 2005 (SY 05-06) and FFY 2006 (SY 06-07) Data**

Local Determination Category	Number of LEAs in Each Local Determination Category
Meets Requirements	3
Needs Assistance	228
Needs Intervention	101
Unable to give a Local Determination category	2*

*NOTE: There were two charter schools that did not have students who met the criteria for the compliance indicators, i.e. there were not enough students to meet the 'n' size for disproportionality (Indicator 9 and Indicator 10), or, there were no students who had initial eligibility determinations (Indicator 11) or were at least 14 years old (Indicator 13). Indicator 12 is not applicable to charter schools in Indiana.

Note: LEAs are defined in the State of Indiana as traditional public schools, charter schools and state operated schools.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

Overview of Improvement Activities:

- State Special Education Rules (Article 7) will be promulgated to reflect IDEA and final regulations.
- Reorganize and restructure the CIFMS.
- The CEL will hire more staff members to accommodate capacity needs of revised monitoring system.
- Assign and maintain ongoing one-on-one state provided TA with individual LEAs.
- The CEL will collaborate with other states in the NCRRC who have demonstrated successful achievement of IDEA required activities (e.g., visiting Illinois to observe LEA Local Determinations stakeholder process).
- Make LEA Local Determinations on an annual basis.
- Utilize available TA from federally funded TA centers, including the NCRRC and the DAC, by both attending TA coordinated conferences and by hosting TA center personnel for focused, one-on-one assistance.
- Coordinate and plan regular TA conference call with the OSEP contacts and federally-funded TA centers.
- Multiple Title I / CEL collaborative meetings to plan the "Indiana Districts In Improvement – Year 1 and Year 3" two-day workshop.

- Collaboration with Title I, the CEL, and the Center for English Language Learners and Migrant Learners to sponsor workshop for “Indiana Districts In Improvement – Year 1 and Year 3.”
- Align state discretionary grants with SPP improvement activities; Assign articulated TA responsibilities to IDOE grant recipients.
- Align Indiana State improvement grant with the six foundational pieces that establish the framework for the Integrated and Focused System (IFS).
- Coordinate and plan regular TA conference calls with LEA contacts and federally funded TA centers on a variety of topics.

Discussion of Improvement Activities

Improvement Activity	Timelines	Resources
a. Continue with annual schedule for the CIFMS for all LEAs. b. The CEL staff monitor the CIFMS corrective actions, complaint corrective actions, and Independent Hearing Officer (IHO) orders. c. Monitoring results for all LEAs will be posted on the website. d. Determination of LEA compliance/performance.	FFY 2005 (SY 05-06) Through FFY 2006 (SY 06-07) Revised FFY 2007 (SY 07-08).	a. The CEL, local directors, stakeholders, and the State Advisory Council on Children and Youth with Disabilities (SAC). b. The CEL. c. The CEL. d. The CEL and LEAs.
Discussion: These activities were revised and incorporated into other improvement activities as the result of the new CIFMS process.		
a. All year one activities. b. Technical assistance for LEAs. c. Monitoring results for all school corporations will be posted on the CEL website. d. Determination of LEA compliance/performance.	FFY 2006 (SY 06-07) through FFY 2010 (SY 10-11)	a. The CEL, local directors, stakeholders, and the SAC. b. The CEL. c. The CEL. d. The CEL and LEAs.
Discussion: These activities were revised and incorporated into other improvement activities as the result of the new CIFMS process.		

Improvement Activity	Timelines	Resources
State Special Education Rules (Article 7) will be promulgated to reflect IDEA '04 and final regulations.	FFY 2005 (SY 05-06) through FFY 2008 (SY 08-09) a. and b. are completed as of March 2008.	a. The CEL, the SAC, Special Committees, and local directors. b. The State Board of Education. c. The State Attorney General Office. d. The Governor's Office.
Discussion: Article 7 was promulgated August 13, 2008. Activity Completed.		
Improvement Activity	Timelines	Resources
Reorganize and restructure the CEL special education monitoring system.	FFY 2007 (SY 07-08) Completed as of March 2008.	The IDOE and projects supported by the IDOE.
Discussion: The CIFMS team consists of a CEL Assistant Director (facilitator of the team) and six full time Education Consultants as well as another CEL Assistant Director and three Education Consultants on a part time basis. Activity Completed.		
Improvement Activity	Timelines	Resources
The CEL will hire more staff members to accommodate capacity needs of revised monitoring system.	FFY 2007 (SY 07-08) Completed as of March 2008.	The IDOE.
Discussion: Three new Education Consultant positions have been added to the CIFMS team. Activity Completed.		

Improvement Activity	Timelines	Resources
Assign and maintain ongoing one-on-one state provided technical assistance with individual LEAs.	FFY 2007 (SY 07-08) Through FFY 2010 (SY 10-11) Completed as of March 2008/ongoing.	The IDOE and projects supported by the IDOE.
Discussion: Each of the LEAs in the State has an assigned CIFMS team member. Since the beginning of the FFY 2008 (SY 08-09) school year, each team member has made monthly contact with each of their assigned LEAs to discuss CAP implementation, compliance indicator data for the current school year, and the provision of TA in response to any issues or questions that may arise.		
Improvement Activity	Timelines	Resources
The CEL will collaborate with other states in the NCRRC who have demonstrated successful achievement of IDEA required activities (e.g., visiting Illinois to observe LEA determinations stakeholder process).	FFY 2007 (SY 07-08) Through FFY 2010 (SY 10-11) Completed as of March 2008/ongoing.	a. The IDOE and projects supported by the IDOE. b. The staff of Illinois DOE c. The staff of the NCRRC.
Discussion: The NCRRC Regional Meeting (Minnesota October 2007); Indiana collaborated with Wisconsin in preparation for the federal on-site verification visit in October 2008; CIFMS team members visited Illinois to observe LEA determinations (March 2008); CIFMS team members attended the NCRRC Regional Meeting in Ohio (June 2008); and, CIFMS team members have participated in the NCRRC topic specific conference calls.		
Improvement Activity	Timelines	Resources
a. Develop LEA Determination Stakeholder Committee. b. Establish timeline for LEA determinations. c. Create scenarios for local determinations.	FFY 2007 (SY 07-08)	a. The IDOE and projects supported by the IDOE. b. The IDOE. c. The IDOE and special committees.

Discussion: For purposes of making the FFY 2006 (SY 06-07) determination, the SAC was used as the stakeholder committee to provide input into determinations. Data in regard to Compliance Indicators 9, 10, 11, 12, and 13 were presented and various scenarios were discussed. Determinations were then made on October 20, 2008.

Improvement Activity	Timelines	Resources
Make LEA Local Determinations on an annual basis.	FFY 2007 (SY 07-08)	The IDOE and projects supported by the IDOE.

Discussion: FFY 2006 (SY 06-07) Local Determinations were made on October 20, 2008. FFY 2007 (SY 07-08) determinations will be made upon verification of correction of findings, input from the stakeholder group, and after Indiana receives their State Determination from the OSEP.

Improvement Activity	Timelines	Resources
Utilize available TA from federally funded TA centers, including the NCRRC and the DAC, by both attending TA coordinated conferences and by hosting TA center personnel for focused, one-on-one assistance.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11) Complete and ongoing.	a. The IDOE and projects supported by the IDOE. b. The NCRRC staff. c. The DAC staff.

Discussion: Since the submission of the last APR Indiana has taken advantage of the following technical assistance opportunities (dates are listed in parentheses)

- SPP TA Conf Call (2/08; 3/08; 5/08; 6/08; 9/08);
- NCRRC TA Call on Fiscal Management (3/08; 5/08; 6/08; 11/08; 1/09);
- NCRRC/DAC in Indpls (3/08; 5/08; 9/08; 10/08; 11/08);
- RRC TA&D Call on Public Reporting (5/08);
- NASDSE/NPSO TA Call (5/08);
- DAC (6/08);
- NCRRC Regional Meeting (OH) (6/08);
- National Rtl Center TA Call (6/08; 10/08);
- NCRRC TA Call (6/08);
- NCRRC/SERRC Post-Secondary Conference (9/08); and,
- NSTTAC Website – Ongoing

NOTE: Acronyms are defined in the “Indiana Acronyms Used in SPP/APR” section of this APR.

Improvement Activity	Timelines	Resources
Coordinate and plan regular TA conference call with OSEP contacts and federally-funded TA centers.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11) Complete and ongoing.	a. The IDOE. b. The NCRRC staff. c. The OSEP staff.
Discussion: Since the submission of the last APR Indiana has taken advantage of the following TA opportunities: Special Education Director monthly discussion with OSEP contact; CIFMS team discussion with OSEP contact (monthly and as needed); and, Topic specific OSEP conference calls: June 2008 – January 2009		
Improvement Activity	Timelines	Resources
a. Utilize new monitoring system. b. Develop internal verification process for data checks. c. Institute ongoing IDOE verification process.	FFY 2007 (SY 07-08) In process for both FFY 2005 (SY 05-06) and FFY 2006 (SY 06-07)	a. The IDOE and projects supported by the IDOE.
Discussion: The verification process for LEAs to submit data for 618 reporting, a subset of which is used to determine compliance with Indicators 9, 10, 11 and 12 is as follows: <ul style="list-style-type: none"> • Step 1: LEAs collect, on a preset schedule, and then report required data fields utilizing a state authorized system. A series of edit and logic checks are be completed prior to submission to the CEL. • Step 2: Upon receipt of the corporation data, an aggregate report will be created. A series of edit and logic checks are completed to identify any data anomalies. • Step 3: If necessary, LEAs are contacted to correct data fields, and resubmission is made. • Step 4: The CEL runs a final series of logic checks, i.e. edits that require data from other sources e.g., a different data collection form, then completes the required "618" report. • Step 5: The CEL submits the 618 to the OSEP. <p>For Indicator 13, a file review is conducted by the LEA utilizing the Indiana Transition Requirements Checklist. The CEL will conduct a review of a subset of those files to verify correction of noncompliance.</p>		

Improvement Activity	Timelines	Resources
Multiple Title I / CEL collaborative meetings to plan the "Indiana Districts In Improvement – Year 1 and Year 3" two-day workshop.	FFY 2007 (SY 07-08) Complete and ongoing.	The IDOE.
Discussion: The CEL staff provided input into the Title I on-site protocol, including aspects of special education into the document; The CEL staff have been included in Title I meetings with LEAs to assist in the development of action plans to address the issues in not making No Child Left Behind Act (NCLB) adequate yearly progress (AYP). The CEL has provide TA to Title I staff on resources for IFS and Title I staff are on our Statewide Response to Intervention (Rtl) planning committee.		
Improvement Activity	Timelines	Resources
Collaboration with Title I, the CEL, and the Center for ELL to sponsor workshop for "Indiana Districts In Improvement – Year 1 and Year 3".	FFY 2007 (SY 07-08) Complete and ongoing.	The IDOE personnel and statewide stakeholder groups.
Discussion: The CEL collaborated with Title I for the spring 2007 workshops for schools in the second year of needs improvement. The CEL presented on the statewide plan for Rtl and IFS. The CEL is in the process of collaborating with Title I for a June 2009 workshop for more than 1,700 teachers in Title I programs. It is anticipated that joint on-site visits for monitoring purposes will be occur.		
Improvement Activity	Timelines	Resources
a. Align state discretionary grants with SPP improvement activities b. Assign articulated technical assistance (TA) responsibilities to the IDOE grant recipients.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11) Complete and ongoing.	a. The IDOE and projects supported by the IDOE. b. The IDOE and projects supported by the IDOE.
Discussion: The State discretionary grants are aligned with the Indicators rather than the specific improvement activities. The CEL keeps a data base that has all of the discretionary grant goals as they relate to the various performance and compliance indicators. See ATTACHMENT 15-1: Discretionary Grant Alignment to Indicators.		

Improvement Activity	Timelines	Resources
Align Indiana State improvement grant with the six foundational pieces that establish the framework for the IFSS.	FFY 2007 (SY 07-08) Complete.	The IDOE and projects supported by the IDOE.
<p>Discussion: IFS has now become Rtl. The lessons learned from the federally-funded Indiana State Improvement Grant (IN-SIG) have been a foundation to Rtl. Indiana's vision of Rtl is a framework for prevention, advancement and early intervention which involves determining whether all students are learning and progressing optimally academically and behaviorally when provided with high quality instruction. Indiana Rtl offers the opportunity to integrate, collaborate, and cooperate across various educational initiatives including, but not limited to school improvement, Title I, Rtl, and family/school partnerships. Indiana's Rtl is based on research for implementing systemic change that incorporates six core components. These components include the following:</p> <ul style="list-style-type: none"> • Leadership, • Evidence-based core curriculum, instruction, and interventions/extensions, • Assessment and progress monitoring system, • Data-based decision-making, • Cultural responsiveness, and • Family, community and school partnerships. <p>http://www.doe.in.gov/indiana-rti/about.html</p>		
Improvement Activity	Timelines	Resources
Coordinate and plan regular TA conference calls with LEA contacts and federally funded TA centers on a variety of topics.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The IDOE and projects supported by the IDOE.
<p>Discussion: Since September 2008, all of the LEAs have been contacted monthly by a member of the CIFMS team. Initially the telephone calls addressed any questions or concerns that the CEL had in regard to the CAP, and have since evolved to discussion of the implementation, collection/analysis of monthly/ overall data for the indicators that are out of compliance, as an opportunity to share information in regard to the CIFMS process and to address any issues that the LEA may be having.</p> <p>The CIFMS team members will continue to take advantage of topic specific TA telephone calls and look forward to the NCCRC and the DAC consultant on-site visits.</p>		

Indiana Part B FFY 2006 SPP/APR Response Table, OSEP Analysis/Next Steps:

The State must review its improvement activities and revise, if appropriate, to ensure they will enable the State to demonstrate in the FFY 2007 APR, due February 2, 2009, that the State is in compliance with the timely and accurate data requirements in IDEA sections 616 and 618 and 34 CFR 76.720 and 300.601(b), including reporting correction of the noncompliance identified in the FFY 2006 APR.

Indiana's Response: Indiana has reviewed its improvement activities and has determined that no revisions are necessary at this time.

Part B FFY 2006 SPP/APR Response Table Comment:

In addition, in responding to Indicators 10, 11, 12 and 13, the State must specifically identify and address the noncompliance in this table under those indicators.

Indiana's Response: Please see the individual sections for these indicators.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 07-08):

There are no revisions.

ATTACHMENT 15-1: Discretionary Grant Alignment to Indicators

Grant Name	Indicator																				
	I	2	3	4a	4b	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Best Buddies Indiana – Mentoring Program		X							X					P							
CEEP - Equity Project				P	P	P				P	P					P					
CODA ⁶⁰ - Integrated Electronic Management System	X	X			X	X	X			X	X	X		X		P					P
CPSP - Collaborative Problem Solving			P	P	X	P	X			X	X	X							X		
ICAN - Electronic IEP			P			X	X	X				X	X	X		P	X	X	X	X	P
IEP - Indiana Education Project	X	X	P	X	X	P		X	X			X	X	X	P	P					
IIDC - High School Transition - Personnel Development - PBS	P	P	P	P		X			X					P	P				X		
Indiana Transition - Young Children									P				P								
INSIG - Indiana State Improvement Grant	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
INSOURCE - Indiana Res. Center for Families w/ Special Needs		X				X	X		P			P	P	P	P		P	P	P	P	
ISB&VI - Braille Project - Large Print - Publications						P															
ISEAS - Indiana Special Educational Administrative Services																P					
ITASP - Indiana Training Alternative for School Psychologist			X							X	X	P	P								
PATINS - Promoting Achievement through Technology and Instruction			P			P	P	X	X					X							
Project Vision and Deaf and Hearing Impaired Project	X	X	P	X	X	P	P	X	P	X	X		X	X	X						
VSA Arts of Indiana	P	P		X		X	X	X	X	X	X	X		P	P						
P: Primary Indicators																					
X: Secondary Indicators																					

⁶⁰ The Computerized Data Project (CODA) is the data collection system for special education funding and is used for the approved federally required 618 report. <http://www.thecodaproject.org>

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

[20 U.S.C. 1416(a)(3)(B)]

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	Percent of signed written complaints with reports issued that were resolved within 60-day timeline, including a timeline extended for exceptional circumstances with respect to a particular complaint will be 100%.

Actual Target Data for FFY 2007 (SY 07-08):⁶¹

For FFY 2007 (SY 07-08), there were 125 complaints with reports issued. Out of the 125 complaints with reports issued, 110 complaint investigation reports were issued within the 60-day timeline. Fifteen of the remaining complaint investigation reports exceeded 60 days due to exceptional circumstances and were granted an extension of time.

⁶¹ See Attachment 16-1 (Table7) for complete Dispute Resolution Data.

Complaint Data for FFY 2007 (SY 07-08)

1.1	Complaints with reports issued	125
1.1(b)	Reports within timeline	110
1.1(c)	Reports within extended timelines	15

Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

[(110 + 15) ÷ 125] x 100 = **100%**

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

Discussion of Improvement Activities Completed for FFY 2007 (SY 07-08):

- *Utilize due process database to ensure that all complaints are investigated and a written report issued within 30 calendar day timeline, and ultimately the 60 day timeline if a reconsideration is requested. The database should be reviewed and revised annually.*

The Center for Exceptional Learners (CEL) Due Process Team reviews the due process database on an ongoing basis. This is an area of primary focus for the FFY 2007 (SY 07-08), FFY 2008 (SY 08-09), and FFY 2009 (SY 09-10) in order to collect the necessary data for complaints. The ongoing improvements to the database will improve the CEL's ability to run data queries.

- *Develop and utilize a tracking system to track the status of complaints and automatically alert due process staff to approaching timelines.*

The CEL's Due Process Team works diligently to meet complaint timelines. The team maintains a calendar that is revised monthly that alerts the team of approaching deadlines. In addition, SharePoint software has been explored as a possible electronic option for a future tracking system.

- *The Due Process Team will meet twice a month for continuous monitoring of complaints.*

The CEL's Due Process Team meets twice a month on a consistent basis in order to keep team members updated on complaint information and continuous monitoring activities.

- *Review and revise complaint procedures. Provide ongoing technical assistance and training to complaint investigators.*

The CEL's Due Process Team is in the process of drafting and finalizing the CEL's complaint procedures. The procedures should be finalized during the FFY 2008 (SY 08-09).

Explanation of Progress of Slippage that occurred for FFY 2007 (SY 07-08):

For FFY 2007 (SY 07-08), the CEL achieved 100 % compliance.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (SY 06-07):

There are no revisions.

Attachment 16-1: Table 7
Report of Dispute Resolution Under Part B Individuals with Disabilities Education Act
Complaints, Mediations, Resolution Sessions, and Due Process Hearings

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	136
(1.1) Complaints with reports issued	125
(a) Reports with findings	106
(b) Reports within timeline	110
(c) Reports within extended timelines	15
(1.2) Complaints withdrawn or dismissed	11
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0
SECTION B: Mediation requests	
(2) Mediation requests total	46
(2.1) Mediations held	40
(a) Mediations held related to due process	3
(i) Mediation agreements	0
(b) Mediations held not related to due process	37
(i) Mediation agreements	22
(2.2) Mediations not held (including pending)	6
SECTION C: Due Process Complaints	
(3) Due Process complaints total	70
(3.1) Resolution meetings	58
(a) Written settlement agreements	38
(3.2) Hearings (fully adjudicated)	6
(a) Decisions within timeline (include expedited)	1
(b) Decisions within extended timeline	4
(3.3) Resolved without a hearing	64
SECTION D: Expedited Due Process Complaints (related to disciplinary decision)	
(4) Expedited due process complaints total	6
(4.1) Resolution meetings	2
(a) Written settlement agreements	2
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

[20 U.S.C. 1416(a)(3)(B)]

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	Percent of due process hearing requests fully adjudicated within the 45-day timeline, including a timeline that is properly extended by the hearing officer at the request of either party will be 100%.

Actual Target Data for FFY 2007 (SY 07-08):⁶² The target data is displayed in the table below. Indiana did not meet the 100% target for this indicator.

⁶² See Attachment 16-1 (Table7) for complete Dispute Resolution Data.

Due Process Hearing Data for FFY 2007 (SY 07-08)

3	Hearing Requests Total	70 ⁶³
3.2	Fully Adjudicated Hearings	6
3.2(a)	Decisions within timelines	1
3.2(b)	Decisions within extended timelines	4

Percent = $[(3.2(a) + 3.2(b)) \div 3.2] \times 100$
 $[(1 + 4) \div 6] \times 100 = 83\%$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):**Discussion of Improvement Activities Completed for FFY 2007 (SY 07-08):**

- *Refine and utilize the due process database to ensure that necessary elements are included in the system and utilize the database to track the status of due process hearings.*

The Center for Exceptional Learners (CEL) Due Process Team reviews the due process database on an ongoing basis. This is an area of primary focus for the FFY 2007 (SY 07-08), FFY 2008 (SY 08-09), and FFY 2009 (SY 09-10) in order to collect the necessary data for due process hearings. The ongoing improvements to the database will improve the CEL's ability to run data queries.

- *Develop and utilize a tracking system to ensure that independent hearing officers (IHO) are provided with timely reminders when a case is at risk of failing to meet required timelines.*

The CEL's Due Process Team works diligently to meet timelines for due process hearings. Because the CEL maintains the due process hearing file, the IHOs are required to provide the CEL a copy of all orders. This information is recorded and a member on the due process team tracks the timelines and provides reminders to the IHOs, if necessary.

⁶³ This number includes the 64 due process hearing requests that were resolved without a hearing.

- *Conduct training sessions at least annually, for IHOs. Information will be presented to the IHOs with respect to due process procedures and timelines.*

In November of 2007, the CEL held an annual IHO in-service (IHOs are required to attend). The training emphasized monitoring requirements and timelines.

- *Monitor IHOs' caseloads and timelines and provide IHOs prompt and appropriate technical assistance and/or professional discipline for failure to document appropriate timelines.*

The CEL's Due Process Team monitors the due process hearing file. A member of the due process team alerts the team when a IHO fails to document or abide by the appropriate timelines. Appropriate technical assistance and professional discipline is provided to an IHO that fails to abide by the timelines and/or due process hearing procedures.

Explanation of Progress of Slippage that occurred for FFY 2007 (SY 07-08):

For FFY 2007 (SY 07-08), the CEL sought to have 100% of fully adjudicated due process hearing request to be adjudicated within the 45-day timeline or a timeline that is properly extended by the IHO at the request of either party. The actual target data for FFY 2007 (SY 07-08) shows 83% compliance. The data indicates that out of six fully adjudicated due process hearings, one decision was adjudicated within the 45-day timeline, and four decisions were adjudicated within the extended timelines. The CEL had one decision that was not completed within the stated timeline or within an extended timeline. The CEL's missed timeline for the decision was caused by the appointed IHO's dereliction of her duty with respect to issuing a final order to the parties and the CEL. Because of the IHO's mishandling of the case, the CEL no longer uses the IHO and appointed a different IHO to make a final decision. Because the student was withdrawn from the LEA subject to the due process hearing, the student was not denied a free appropriate public education due to the IHO's mishandling of this particular case. Although Indiana failed to meet the 100% target, this case was an anomaly and the CEL will continue, as it has in the past, to meet the 100% target.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 07-08):

Revisions to Proposed Targets:

Indicator 17 is a compliance indicator in which the target will remain at 100%.

Revisions, with Justifications to Improvement Activities, Timelines, Resources

There are no revisions.

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

[20 U.S.C. 1416(a)(3)(B)]

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements will be 30.6%.

Actual Target Data for FFY 2007 (SY 07-08):⁶⁴

The target data is displayed in the table below.

⁶⁴ See Attachment 16-1 (Table7) for complete Dispute Resolution Data.

Resolution Sessions / Written Settlement Agreements during FFY 2007 (SY 07-08)

3	Total Hearing Requests	70
3.1	Resolution Sessions	58
3.1(a)	Settlement Agreements	38
3.2	Hearings Fully Adjudicated	6

Percent = $(3.1(a) \div 3.1) \times 100$
 $(38 \div 58) \times 100 = 66\%$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):**Discussion of Improvement Activities Completed for FFY 2007 (SY 07-08):**

- *Refine and utilize the due process database to ensure that necessary elements are included in the system with respect to resolution sessions. For each due process request, the resolution process and the results of that process will be monitored.*

The CEL's Due Process Team developed an electronic and paper form to assist in the monitoring of the resolution process. Each time a due process hearing is requested, the form is provided to the local educational agency (LEA). The directions on the form require the form to be filled out by an LEA official and returned to the CEL. This form is used to ensure accurate and timely resolution data. In addition, the CEL is in the process of revising its database to include necessary fields regarding the resolution session process.

- *Independent Hearing Officers will be trained and updated, at least annually, about resolution process and the procedures for monitoring the process.*

In November 2008, the CEL held an annual IHO training. The training included topics that covered the resolutions session process and the monitoring responsibility of the CEL. The resolution session data is to be included in the IHO's closure reports, which are submitted to the CEL.

- *The CEL will work with parent organizations and LEAs to develop awareness of the option to resolve disputes through a resolution session.*

Although this activity has not been fully completed, the CEL will continue its relationship with parent organizations and LEAs to further develop awareness, e.g. a podcast.

Explanation of Progress of Slippage that occurred for FFY 2007 (SY 07-08):

For FFY 2007 (SY 07-08), the CEL sought to have 30.6% of resolution sessions conducted result in resolution session settlement agreements. The actual target data for FFY 2007 (SY 07-08) show that 66% of resolution sessions resulted in resolution session settlement agreements. Therefore, the CEL's FFY 2007 (SY 07-08) data shows a slippage in the percentage in comparison to the FFY 2006 (SY 06-07) data. However, the percentage for FFY 2007 (SY 07-08) exceeds the target set by the CEL.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 07-08):

There are no revisions.

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

[20 U.S.C. 1416(a)(3)(B)]

Measurement: Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	Percent of mediation requests that go to mediation will result in agreements 52.6% of the time.

Actual Target Data for FFY 2007 (SY 07- 08):⁶⁵

The target data is displayed in the table below.

⁶⁵ See Attachment 16-1 (Table 7) for the complete Dispute Resolution Data.

Mediation Data for FFY 2007 (SY 07-08)

2.1(a)(i)	Mediations related to due process that resulted in complete agreement:	0
2.1(b)(i)	Mediations not related to due process that resulted in complete agreement:	22
2.1	Total number of mediations held:	40
2.2	Mediations not held	6

Percent = $[(2.1(a)(i) + 2.1(b)(i)) \div 2.1] \text{ times } 100.$
 $[(0 + 22) \div 40] \times 100 = \mathbf{55\%}$

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):**Discussion of Improvement Activities Completed for FFY 2007 (SY 07-08):**

- *Review whether additional mediators are needed and recruit additional mediators if need increases.*

At the end of FFY 2007 (SY 07-08), the Center for Exceptional Learners (CEL) Due Process Team met to discuss the need to recruit additional mediators based on the FFY 2006 (SY 06-07) and FFY 2007 (SY 07-08) mediation data. The CEL determined that additional mediators were needed at the beginning of the FFY 2007 (SY 07-08). Five additional special education mediators were retained and appropriately trained in July of 2007.

- *Mediators will be surveyed for suggestions to improve process.*

In the Spring 2008, the CEL's Due Process Team designed a survey for special education mediators in order to obtain input from them with respect to future trainings. The survey was sent to all special education mediators and each mediator returned the survey with their input. The surveys will be utilized to help establish the training agenda for the following year.

- *Conduct training sessions, at least annually, for mediators in the following areas: 1) special education rules and regulations; 2) mediation procedures and practices; 3) mediation techniques; and 4) areas of special interest and hot topics.*

In November 2008, the CEL held an annual mediator training (which mediators are required to attend). The training addressed all four components in this improvement activity. In addition, the training allowed the mediators to network with each other and

provide feedback to the CEL as to how the CEL can improve mandatory mediator training and the CEL's mediation process and procedures.

- *Develop a plan to increase public awareness to parents and LEAs to explain and encourage the use of mediation. In addition, design and complete a mediation document to disseminate to LEAs and parents regarding the availability of mediation services as well as other dispute resolution methods available in Indiana.*

The CEL's Due Process Team has revised the due process website⁶⁶ to include mediation information for its constituents. This activity is ongoing and is scheduled for completion FFY 2010 (SY 10-11).

- *Develop and utilize a database to track progress in mediations, including mediation dates, results, withdrawals, and timelines.*

An electronic database is used to monitor mediation data. Improvements are made on an ongoing basis.

Explanation of Progress of Slippage that occurred for FFY 2007 (SY 07-08):

For FFY 2007 (SY 07-08), the CEL sought to have 52.6% of mediations conducted result in agreements. The actual target data for FFY 2007 (SY 07-08) show that 55% of mediations resulted in complete agreement, including 0 agreements related to due process and 22 mediation agreement not related to due process. Therefore, the CEL's FFY 2007 (SY 07-08) data shows slippage in the percent of mediations that resulted in agreement in comparison to the FFY 2006 (SY 06-07) data; however, the percent of mediations for FFY 2007 (SY 07-08) exceeds the target set by the CEL.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 07-08):

There are no revisions.

⁶⁶ The Due Process Team website may be found at:
<http://www.doe.in.gov/exceptional/speced/dueprocess.html>

Part B State Annual Performance Report (APR) for FFY 2007 (SY 07-08)**Overview of the Annual Performance Report Development:**

1. See General Overview of the Annual Performance Report (APR).
2. Indiana received technical assistance (TA) from the following federally funded centers:
 - On-site TA from the Data Accountability Center (DAC) and North Central Regional Resource Center (NCRRC), and
 - Participated in NCRRC's Regional Meetings on General Supervision.
3. Please see the last section of the "Discussion of improvement activities completed..." for Indiana's Response to the Part B FFY 2006 SPP/APR Response Table for this indicator:
 - The State must review its improvement activities and revise, if appropriate, to ensure they will enable the State to demonstrate in the FFY 2007 APR, due February 2, 2009, that the State is in compliance with the timely and accurate data requirements in IDEA sections 616 and 618 and 34 CFR 76.720 and 300.601(b), including reporting correction of the noncompliance identified in the FFY 2006 APR.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and SPP and APR) are timely and accurate.

[20 U.S.C. 1416(a)(3)(B)]

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for APR); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2007 (SY 07-08)	100% accurate and timely data submission 100% of the time.

Actual Target Data for FFY 2007 (SY 07-08):

As discussed in the prior year's APR the Indiana Department of Education (IDOE), the Center for Exceptional Learners (CEL) has completely restructured and reorganized the Continuous Improvement Focused Monitoring System (CIFMS). The CEL is pleased with the changes that are evident in the APR submitted for FFY 2007 (SY 07-08). This particular indicator looks at the submission of timely and accurate data. A brief overview of the data collection processes in place for Indiana is pertinent to the discussion of this indicator.

Indiana's Computerized Data Project (CODA),⁶⁷ functions by way of five full time employees who are available to install the software program (IEM or integrated electronic management system) that runs the child count and provides technical assistance and training at the local educational agency (LEA) level. The primary data source used for this indicator is currently collected via the CODA Project. However, the IDOE also has an Education Data Exchange Network (EDEN)⁶⁸ grant from the United States Department of Education (US DOE).⁶⁹ The IDOE is progressing towards an EDFacts/EDEN only data reporting system; with the goal of achieving full compliance for the federal reporting requirement by the end of the current fiscal year.

The Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) measures what students know and are able to do at each grade level in core academic subjects. Based on Indiana's Academic Standards, the ISTEP+ provides a learning check-up designed to make sure students are on track and to signal whether they need extra help. For FFY 2008 (SY 08-09), only, students will take the ISTEP+ both in the fall and the spring. After this year, the test will be taken only in the spring⁷⁰. The ISTEP+ is used to obtain the data for Indicator 3, assessment.

The Indiana Standards Tool for Alternate Reporting (ISTAR)⁷¹ is an alternate assessment component of Indiana's assessment system for students who perform significantly above or below grade-level. In addition, the ISTAR can be used as a supplementary assessment for students who also participate in the ISTEP+.

The 618 data collected by the CEL for state and federal funding is 100% accurate and 100% timely due in large part to it being used to generate special education funding for the LEAs. However, the data collected for and used within the State Performance Plan (SPP) and APR cannot, at this time, be disaggregated in such a manner as to meet the

⁶⁷ CODA is the data collection system for special education funding and is used for the approved federally required 618 report. <http://www.thecodaproject.org>

⁶⁸ For details see: <http://www.ed.gov/about/inits/ed/edfacts/eden/newsletter/winter2005.html>

⁶⁹ United States Department of Education url:
<http://www.ed.gov/policy/elsec/guid/hsgrguidance.pdf>

⁷⁰ The timeline for spring testing and more information about the new ISTEP+ may be found at:
http://www.in.gov/gov/files/ISTEP_info.pdf

⁷¹ The ISTAR website may be found at:
<https://ican.doe.state.in.us/COMMON/help/Reference/istarref.htm>

SPP and APR requirements without manual manipulation, and in this manual manipulation arises the potential for inaccuracies.

The following tables are a required reporting component from the US DOE, Office of Special Education Programs (OSEP). In the reporting process for the US DOE a positive response from the state education agency (SEA) receives a 1 in each cell and a negative response receives a 0. The IDOE submits this data to the US DOE based on the information received during FFY 2007 (SY 07-08).

Part B Indicator 20 Data Rubric

Part B Indicator 20 - SPP/APR Data			
APR Indicator	Valid and reliable	Correct calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	0	0	0
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2

		Subtotal		36	
APR Score Calculation	Timely Submission Points (5 pts for submission of APR/SPP by February 2, 2009)			5	
	Grand Total			41	
Part B Indicator 20 - 618 Data					
Table	Timely	Complete Data	Passed Edit Check	Responded to Date Note Requests	Total
Table 1 – Child Count Due Date: 2/1/08	1	1	1	1	4
Table 2 – Personnel Due Date: 11/1/08	1	1	1	N/A	3
Table 3 – Ed. Environments Due Date: 2/1/08	1	1	1	1	4
Table 4 – Exiting Due Date: 11/1/08	1	1	1	N/A	3
Table 5 – Discipline Due Date: 11/1/08	1	1	1	N/A	3
Table 6 – State Assessment Due Date: 2/1/09	1	1	1	N/A	3
Table 7 – Dispute Resolution Due Date: 11/1/08	1	1	1	N/A	3
				Subtotal	23
				Weighted Total (subtotal X 1.87; round ≤.49 down and ≥ .50 up to whole number)	43
Indicator #20 Calculation					
		A. APR Total	41	41	
		B. 618 Total	43	43	
		C. Grand Total	84	84	
Percent of timely and accurate data = (C divided by 86 times 100)		(C) / (86) X 100 =			97.7

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (SY 07-08):

Overview of Improvement Activities:

- The IDOE statewide assessment systems, the ISTAR and the ISTEP+, will be continuously monitored for improvement in process, data management and use for improved instruction. As other IDOE initiatives are implemented, the data within those systems will be compared and analyzed as well.
- TA efforts, including stakeholder partnerships and grant initiatives, will be reviewed annually to determine efficacy and determine whether additional initiatives should be added or whether a current initiative should be changed or eliminated.
- A subgroup of the State Advisory Council on Children and Youth with Disabilities (SAC) will work with the CEL to set criteria for cut scores on the various indicators (to denote when substantial compliance is achieved).

Discussion of Improvement Activities:

Improvement Activity	Timelines	Resources
The IDOE statewide assessment systems, the ISTAR and the ISTEP+, will be continuously monitored for improvement in process, data management, and use for improved instruction. As other IDOE initiatives are implemented, the data within those systems will be compared and analyzed as well.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The CEL and other grant activities sponsored by the CEL.
<p>Discussion: As part of the 618 federal reporting requirements all states must submit "Table 6" to Westat⁷² and the United State Department of Education (US DOE).⁷³ This data report pertains to the assessment of students with disabilities and requires that the State use the enrollment count date closest to the date of the assessment.</p> <p>Indiana achieved 7% congruency between EDEN and DANS on its first draft of Table 6 during FFY 2006 (SY 06-07). Since then the Indiana has initiated numerous efforts to align and ensure better accuracy with the report. The IDOE is hopeful that</p>		

⁷² Westat is a TA center. For more information, please see:

http://www.westat.com/westat/research_areas/education/education_special_ed.cfm

⁷³ United States Department of Education url:

<http://www.ed.gov/policy/elsec/guid/hsgrguidance.pdf>

Improvement Activity	Timelines	Resources
<p>FFY 2007 (SY 07-08) will result in increased accuracy on the report. However, the CEL has ascertained a discrepancy (305 students for English/language arts [.0014 of the special education population which is 221,570 for the reporting year] and 240 students for mathematics [.001]) between the number of students tested and the number of students counted as having an identified disability.</p> <p>There are two hypotheses as to the reason for the discrepancy:</p> <ul style="list-style-type: none"> • The 'count date closest to the testing date,' as the instructions indicate, is October 1 for Indiana. The October 1 count is not as stringently reconciled at the local and state level. This count is a preparation for the December 1 count which is utilized for the official federal child count. The December 1 count data is highly accurate and reliable as it incorporates both an LEA and an SEA reconciliation process and it is linked or is used to generate state and federal special education dollars. • There is a period of two months between when the LEAs order the test booklets (late July, early August) and the actual test. Students move into or leave the school during this time, and the LEA test coordinator may not have the most current information as far as students who have an individualized education program (IEP) or Transition IEP. <p>Indiana believes that the minimal discrepancy during the reporting year is laudable.</p> <p>Due in part to the August 2006 OSEP verification visit, the work Indiana has been involved with using intensive TA from the DAC and the NCRRC, and the IDOE's commitment to ongoing consideration and betterment of its general monitoring process, a wide array of changes and improvements have been made in the IDOE, specifically in the CEL. These changes have taken considerable time to achieve. However, Indiana believes this to be in the best interest of its constituents. An updated action plan based on each indicator with an activity and projected time frame or date of completion is provided in Attachment 20-1.</p>		
Improvement Activity	Timelines	Resources
TA efforts, including stakeholder partnerships and grant initiatives, will be reviewed annually to determine efficacy and determine whether additional initiatives should be added or whether a current initiative should be changed or eliminated.	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11)	The CEL and other grant activities sponsored by the CEL.
<p>Discussion: The CEL has focused on the discretionary grant initiatives this year, starting with the alignment of the projects to the performance and compliance indicators. (See Attachment 15-1). The priority has been given to the LEAs that</p>		

Improvement Activity	Timelines	Resources
<p>have had findings of noncompliance in Indicator 10, disproportionality. First, a summit was held for all of the LEAs in the spring of 2008, and another is planned for the spring of 2009. Second, the CEL has facilitated the coordination among all statewide grantees that may be working with various LEAs to assure the school is aware of available TA and that the resources are equitably distributed across Indiana.</p> <p>All stakeholder groups were involved in either the revision to Article 7⁷⁴, which occurred during the reporting year, or in the training on the rule. Revisions to Article 7 directly impacted a number of the indicators, therefore the CEL had a series of trainings for stakeholders the spring and summer of 2008. Various grantees are now working on more focused trainings, i.e., Indiana University and IN*SOURCE are developing a training packet which will be presented to families on the Transition IEP in the spring of 2009.</p> <p>The CEL has instituted monthly contact with each LEA in the state to actively review the implementation of the Corrective Action Plans (CAP) as well as to review current compliance indicator data. Each LEA has a designated contact at the CEL to ensure continuity in responsiveness and guidance. This increased attention to activities and outcomes at the LEA level has resulted in more timely submission and accuracy of documentation from the LEAs.</p> <p>Indiana's student test number (STN), an individual student identifier number; and the data collected by the EIS provides a double-check system to confirm the accuracy of Child Count data. The system used by the IDOE is referred to as the IDOE Programs and Services data base (DOE-PS). The DOE-PS collects information on all students enrolled and receiving educational services in Indiana.</p>		
Improvement Activity	Timelines	Resources
A subgroup of the SAC will work with the CEL to set criteria for cut scores on the various indicators (to denote when substantial compliance is achieved).	FFY 2007 (SY 07-08) through FFY 2010 (SY 10-11).	The CEL staff, members of the SAC, and staff from the NCRRC.
Discussion: The CEL is currently collecting data to assist the stakeholder group in identifying the outcome trends as compared to existing targets.		

⁷⁴ The Article 7 of the State Board of Education Rules may be found at:
<http://www.doe.in.gov/exceptional/speced/docs/2008-08-06-Article7.pdf>

Explanation of Progress of Slippage that occurred for FFY 2007 (SY 07-08):

The CEL met its target for this goal when looking at the 618 data for state and federal funding (Child Count) purposes. Furthermore, the data for Indicator 20 for the SPP and APR is accurate and timely when looking strictly at the Child Count fields of data. Indiana continues to refine the Continuous Improvement Focused Monitoring System (CIFMS), which includes reviewing data fields that are not used specifically for funding or 618 reporting purposes. Initial investigation has uncovered the need to further examine the ability to crosswalk the 618 data with the STN data and disaggregate and report the configurations impelled by the US DOE. It is because of this that the IDOE is moving towards a unified reporting system which should be fully functional by the end of the FFY 2010 (SY 10-11).

Meetings continue with the IDOE staff who are responsible for the collection and submission of the EDEN data to the US DOE. Through this increased attentiveness to numbers, the CEL is confident that continued progress will be met on this indicator.

An optional electronic IEP program (ISTART7)⁷⁵ was offered to LEAs in August 2008. LEAs that use the system will enable the IDOE to harvest data on an as-needed basis without any effort or attention necessary from the LEA. The IDOE's ultimate goal in improving the data collection structure under this indicator is one statewide data management system, but until this tool is available, for at least the next three fiscal years, the goal is to have both the CODA and the DOE-PS system aligned and matching in the numbers reported for the 618 reports, the SPP, and the APR. The IDOE intends to achieve this goal by the conclusion of FFY 2011 (SY 11-12).

Indiana Part B FFY 2006 SPP/APR Response Table, OSEP Analysis/Next Steps:

The State must review its improvement activities and revise, if appropriate, to ensure they will enable the State to demonstrate in the FFY 2007 APR, due February 2, 2009, that the State is in compliance with the timely and accurate data requirements in IDEA sections 616 and 618 and 34 CFR 76.720 and 300.601(b), including reporting correction of the noncompliance identified in the FFY 2006 APR.

Indiana Response: Indiana has reviewed its improvement activities and has determined that no revisions are necessary at this time.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (SY 07-08):

There are no revisions.

⁷⁵ The ISTART7 website may be found at: <https://ican.doe.state.in.us/beta/istart7.htm>

ATTACHMENT 20-1

Indicator # Projected Date of Completion	Data Required/ Data Available	Changes Necessary	Status FFY 2007 (SY 07-08)
1 FFY 2009 (SY 09-10)	Graduation Rate	How to ensure each student is coded correctly. How to identify (and then deal with) exceptions that impact the final data set.	The CEL is monitoring the federal movement toward a cohort graduation rate as the National Governor's Association has recommended and Secretary Margaret Spellings has communicated.
	Yes	The formula for graduation rate is the same for all reporting, despite which entity is asking for the information. Capacity to query and run discrepancy reports to ID outliers or trends.	
2 FFY 2009 (SY 09-10)	Drop-out Rate	How to ensure each student is coded correctly. How to identify (and then deal with) exceptions that impact the final data set.	As the CEL staff continues the monthly calls with the LEAs, reminders will be provided to ensure proper coding per the IDOE reporting requirements.
	Yes	The formula for drop-out rate is the same for all reporting, despite which entity is asking for the information. Capacity to query and run discrepancy reports to ID outliers or trends.	
3 FFY 2010 (SY 10-11)	Participation and Proficiency on State Assessment	Capacity to identify and remove from the data pool any student who attended a nonpublic school. Capacity to track students by STN in all data systems managed and used by the IDOE.	This is able to be accomplished but only with intensive manipulation and queries of the data. It is the goal of the IDOE to have a fully searchable database in place by the end of FFY 2010 (SY 10-11).
	Yes	Capacity to query and run discrepancy reports to ID outliers or trends.	
4 FFY 2010 (SY 10-11)	Suspension/ Expulsion Data	The IDOE does not have the data available for the CEL to use in time for APR reporting. The IDOE will implement activities to correct this issue. It is the intent of the IDOE to achieve this goal by the conclusion of FFY 2010 (SY 10-11).	Completed January 2008.
	Yes		

Indicator #	Data Required/ Data Available	Changes Necessary	Status FFY 2007 (SY 07-08)
5 FFY 2008 (SY08-09)	LRE Placement Codes for Students	How to ensure each student is coded correctly.	Currently this information is collected through CODA. Approximately 80% of the LEAs in Indiana are utilizing the ISTART7. LRE data is also collected through this system. Discussions have begun on how to harvest the data from that system in order to complete federal reporting requirements.
	Yes		
6	Not Applicable at This Time.	Not Applicable at This Time.	Not Applicable at This Time.
7 FFY 2008 (SY 08-09)	ISTAR assessment entry and exit dates for children served by Part C that were eligible for Part B, and received services longer than six months.	A uniform definition of the "entry" date and "exit" date. One authoritative data source that identifies the number of students who entered and exited early childhood services. The data is available by comparing entry and exit data from two data systems. At this time, it is difficult to reconcile the data and verify accuracy.	Discussions have begun between the staff that support the ISTART7 and staff that support the technology for the Part C program. It is anticipated that the children accessing the Part C program will be assigned an STN number, so tracking will be automated. Also, the technology will mesh to the extent where automatic notifications to the LEA will occur prior to the student's 3 rd birthday, allowing enough time for collaboration to ensure the transition is smooth from one system to the next.
	Yes		
8 FFY 2010 (SY 10-11)	Internet Option for Survey	Create the ability to have an online parent survey (with logins and passwords for parents).	The IDOE is in the process of working to develop an online version of the survey. If the database referenced for Indicator 3 moves along as planned, this should be operational by the end of FFY 2010 (SY 10-11).
	Yes		
9 FFY 2009 (SY 09-10)	Disproportionality Race/ Ethnicity Data in Special Education	Capacity to query and run discrepancy reports to ID outliers or trends. Placement of data and identified or suspected issues on the dashboard to aid the LEA in watching trend data. Capacity for LEA and SEA to drill down to building or classroom level in the data managed by the IDOE.	The IDOE currently has the capacity to query and run discrepancy reports to ID outliers or trends. Each LEA has the ability to analyze data and identify suspected issues on the dashboard to aid them in watching trend data. The IDOE anticipates having the capacity for LEA and SEA to drill down to building or classroom level in the data by the end of FFY 2009 (SY 09- 10).
	Yes		

Indicator #	Data Required/ Data Available	Changes Necessary	Status FFY 2007 (SY 07-08)
10 FFY 2009 (SY 09-10)	Disproportionality Race/ Ethnicity by Eligibility Category	Capacity to query and run discrepancy reports to ID outliers or trends. Placement of data and identified or suspected issues on the dashboard to aid the LEA in watching trend data. Capacity for LEA and SEA to drill down to building or classroom level in the data managed by the IDOE.	The IDOE currently has the capacity to query and run discrepancy reports to ID outliers or trends. Each LEA has the ability to analyze data and identify suspected issues on the dashboard to aid them in watching trend data. The IDOE anticipates having the capacity for LEA and SEA to drill down to building or classroom level in the data by the end of FFY 2009 (SY 09- 10).
	Yes		
11 FFY 2008 (SY 08-09)	Assessment Timelines	Capacity to identify and remove from the data pool any evaluations that have not yet been completed at time data is harvested. Cease duplication of counts in 'Days Over' cells. Provide for a maximum / minimum number of days over timeline.	These issues have been addressed, and are considered completed as of August 2008.
	Yes		
12 FFY 2008 (SY 08-09)	Date that services in the IEP are initiated (IEP is implemented)	Capacity to determine that early childhood services begin by the date of the child's third birthday.	This issue has been addressed, and is considered completed as of June 2008.
	Yes		
13 FFY 2009 (SY 09-10)	Transition IEP	Components to be incorporated into ISTART7. Use of STN system as basis of information. Indiana Checklist and Tally sheet used by LEAs to be automated. <u>Phase I:</u> Automate checklist and tally sheet using Adobe Creator (distribute and return via electronic mail, compile and analyze via	Approximately 80% of the LEAs in Indiana are utilizing the ISTART7 system. The LEAs who utilize the ISTART7 use the STN system as the basis of demographic information. The Indiana Transition Requirements Checklist can be found on the IDOE website, and submission of a Microsoft Excel based tally sheet of the information is done electronically. <i>Completed August 2008</i>

Indicator # Projected Date of Completion	Data Required/ Data Available	Changes Necessary	Status FFY 2007 (SY 07-08)
	Yes	Microsoft Excel). <u>Phase II:</u> Checklist and tally online; elements of data inputted through checklist and tally; search capabilities.	Phase I and II will not be necessary. The LEA staff who utilize the ISTART7 system will be able to view the files and populate a checklist and tally sheet electronically. The CEL staff then will be able to validate the information through administrative access to the system. Those LEAs that are not utilizing the ISTART7 will complete and submit a Microsoft Excel spreadsheet.
14 FFY 2008 (SY 08-09)	Indiana Post-School Follow-up System Yes	<u>Phase I:</u> Survey questions automated (currently being developed). <u>Phase II:</u> Survey incorporated into EIS ⁷⁶ utilizing demographic information, outcomes, etc.; Elements of data input via survey to ensure search capabilities.	Phase I completed. Phase II will no longer be necessary. The system has been automated. The new Easily Accessible Survey Instrument (EASI) system is designed to allow for more accessibility and flexibility for the users. Its unique ability to combine a web-based/server system with a desktop application affords the user anytime, anywhere use. The following attributes have been created with the new system: <ul style="list-style-type: none"> • Ability to assign students to individual surveyors; • Use both online and offline; • Username/password security access; • Access from multiple locations; • Downloadable to multiple sites/computers; and • Multiple user access at one time.
15 FFY 2008 (SY 08-09)	General Supervision of Indicators	See each specific indicator for details. Overall, there is a need to collect and manage the activities for each indicator. This is being explored internally. Convening of a subgroup of the SAC to assist in setting cut scores	Since the submission of the FFY 2006 (SY 06-07) APR the CIFMS team has collected and managed indicator data. The SAC provided input on compliance data for FFY 2005 (SY 05-06) and FFY 2006 (SY 06-07) when assisting the CEL in making Local Determinations. The CEL will continue

⁷⁶ Educational Information Systems (EIS) is the data collection system for all Indiana students.

Indicator # Projected Date of Completion	Data Required/ Data Available	Changes Necessary	Status FFY 2007 (SY 07-08)
	Yes	<p>for each indicator where the CEL can designate an LEA as being substantially compliant.</p> <p>Capability to contrast and compare various fields of information across indicators.</p> <p>Capability to compare and align various fields of information across other divisions within the IDOE.</p>	<p>to seek the SAC's guidance in making Local Determinations and assessing the appropriateness of targets for results indicators.</p> <p>The CIFMS staff has begun to analyze the data across the compliance indicators and has made findings of noncompliance based upon FFY 2006 (SY 06-07) and FFY 2007 (SY 07-08) data. CAPs have been completed when appropriate and monthly calls to monitor the status of corrective activities are ongoing. Verification of corrected noncompliance has occurred and is in process.</p> <p>The CIFMS staff continues to identify common fields of data that are utilized across the IDOE.</p>
16 FFY 2010 (SY 10-11)	The CEL's Compliance Monitoring Database	<p>Timelines need to be adjusted to correctly indicate 30 and 60 calendar days.</p> <p>Saving the requisite information has been an ongoing problem.</p> <p>Ability to do a query to gather necessary data for monitoring purposes.</p>	<p>The monitoring of timelines has been adjusted and the data is collected accordingly. Each LEA has been notified of the new timeline procedures and podcasts for additional training for LEA staff is planned to be completed by the end of FFY 2008 (SY 08-09).</p> <p>As the database discussed for Indicator 16 is completed, the capacity to run queries will be inherent to the system. This should be accomplished by the end of FFY 2010 (SY 10-11).</p>
	Yes	<p>Ability for mediators and IHOs to input some of the data fields within the data base in a secure manner.</p> <p>Ability for mediators and IHOs to query some fields within the data base in a secure manner.</p>	
17 FFY 2010 (SY 10-11)	The CEL's Compliance Monitoring Database	Ability to do a query to gather necessary data for monitoring purposes.	As the database discussed for Indicator 17 is completed, the capacity to run queries will be inherent to the system. This should be accomplished by the end of FFY 2010 (SY 10-11).
	Yes		

Indicator # Projected Date of Completion	Data Required/ Data Available	Changes Necessary	Status FFY 2007 (SY 07-08)
18 FFY 2010 (SY 10-11)	The CEL's Compliance Monitoring Database	Need fields that indicate the following: <ul style="list-style-type: none"> ▪ Date of resolution session; ▪ Whether the session resulted in a settlement agreement; or ▪ Whether the resolution session was waived. 	As the database discussed for Indicator 18 is completed, the capacity to run queries will be inherent to the system. This should be accomplished by the end of FFY 2010 (SY 10-11).
	Yes	Ability to do a query to gather necessary data for monitoring purposes.	
19 FFY 2010 (SY 10-11)	The CEL's Compliance Monitoring Database	Ability to do a query to gather necessary data for monitoring purposes.	As the database discussed for Indicator 19 is completed, the capacity to run queries will be inherent to the system. This should be accomplished by the end of FFY 2010 (SY 10-11). The addition of a field for mediated complaints has been added and will be included in the revisions to the database.
	Yes	Make revisions to include a data field with respect to mediating complaints (Article 7 rule promulgation).	
20 FFY 2008 (SY 08-09)	Data Collection Consistency	Child Count (funding) Data is exactly as needed; other data needs work to be manipulated into required format for indicator reporting.	Approximately 80% of the LEAs in Indiana are utilizing the ISTART7. Discussions are ongoing on the integration of this system with the smartDESKTOP. ⁷⁷
	Yes	Continue efforts with the ISTART7 and the smartDESKTOP to ensure data alignment. Continue work within the IDOE to ensure data collection efforts are less duplicative.	
ALL FFY 2010 (SY 10-11)		Public Reporting General public access to website / ease of navigation. General public access to website / review of LEA information. Phase I: Read Only access to full	Public Reporting: Phase I has been completed. LEA data in regard to the performance and compliance indicators can be found on the IDOE website. Indiana, in January 2009, has begun

⁷⁷ The smartDESKTOP is a suite of smart tools delivered over the web to improve teaching and learning. Educators can use these tools to support their work in the areas of instructional planning, curriculum management, measuring student learning, and collaborating with other professionals.

Indicator #	Data Required/ Data Available	Changes Necessary	Status FFY 2007 (SY 07-08)
		<p>report.</p> <p><u>Phase II</u>: Interactive Website / Comparable to the ASAP site on the IDOE website.</p> <p>LEA access to the dashboard in ISTART7 to view all indicator data and information.</p> <p><i>IDOE Tracking</i></p> <p>Access to all information for all of the IDOE.</p> <p>Knowledge of what the varying divisions are doing with regard to monitoring of LEAs.</p> <p><i>Data Input</i></p> <p>Data for individual students is collected and verified and updated in one database.</p> <p>LEAs have the ability to input data into the database for the various indicators (with verification conducted by the CEL).</p> <p>Terms, e.g., Exceptionalities to match promulgated Article 7.</p>	<p>discussions on the "One Plan" again with the inauguration of a new state superintendent and leading the development of a "Balanced Scorecard".</p> <p>The LEA has access to the dashboard in the ISTART7 for some of the indicator information. The CEL staff are working with the ISTART7 administrator to ensure that all data will be available.</p> <p><i>IDOE Tracking:</i></p> <p>The new state superintendent of public instruction has instituted organizational change within the IDOE (January 2009), consolidating 10 of the centers within the department into one center for student learning. Also, the IDOE will target TA based on elementary, middle and high school.</p> <p><i>Data Input:</i></p> <p>The use of the ISTART7 and its capability to run reports will address the possibility of input errors. For example, the CODA and the ISTART7 staff is discussing what type of report can be harvested from the ISTART7 to complete federal reporting requirements.</p> <p>Exceptionality terms have been changed to align with the new terminology used in Article 7 (accomplished August 2008).</p>